

**THE INFLUENCE OF USING STORY COMPLETION TECHNIQUE  
TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST  
SEMESTER OF THE EIGHTH GRADE OF SMPN 19  
BANDAR LAMPUNG IN THE ACADEMIC  
YEAR OF 2017/2018**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1 - Degree

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## ABSTRACT

### **THE INFLUENCE OF USING STORY COMPLETION TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 19 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

Speaking is one of the most important skills in learning a foreign language especially English. Speaking is the ability to express, to convey ideas or feelings orally. The researcher found that many students who study English still have problems to communicate to others because their speaking ability has not developed appropriately. The objective of the research is to find out whether there is a significant influence of using story completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

The methodology of this research was quasi-experimental design with the treatment held in three meetings, 2 x 40 minutes for each class. This design used pre-test post-test to find out students' speaking ability before the treatment and after the treatment. The population of this research was the eighth grade of SMPN 19 Bandar Lampung. The sampling technique was cluster random sampling. The sample has taken two classes, one class as the experimental class was VIII G class and the other class as the control class was VIII I class which consisting of 60 students. In collecting the data, the researcher used the instruments in the pre-test and post-test. The instrument was speaking test in oral form. After giving the post-test, the researcher then analyzed the data using *SPSS (Statistical Package for Social Science)* Leneve's Test because the data had a normal distribution.

Based on the data analysis, it can be seen from the result of Leneve's Test that Sig. (P-value) = 0.016, it is lower than 0.05. It means that  $H_a$  was accepted and  $H_0$  was rejected. It could be concluded that there was the influence of Story Completion technique towards students' speaking ability of the eighth grade of SMPN 19 Bandar Lampung.

**Keywords:** *Students' speaking ability, Story Completion, quasi-experimental design.*





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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ١

وَأَسِرُّوا قَوْلَكُمْ أَوْ أَجْهَرُوا بِهِ إِنَّهُ عَلِيمٌ بِذَاتِ الصُّدُورِ ١٣

Meaning:

And whether you speak softly or proclaim it aloud; He indeed knows what lies within the hearts. (Al-Mulk 13)<sup>1</sup>



---

<sup>1</sup> Maulawi Sher 'Ali, *Arabic Text and English Translation*, Present Edition, Islam International Publication Limited, 2004, p.354



## DECLARATION

I hereby declare that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, November 17

Declared by,

Buana Mutiara Santerika



## DEDICATION

All praise to Allah SWT for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

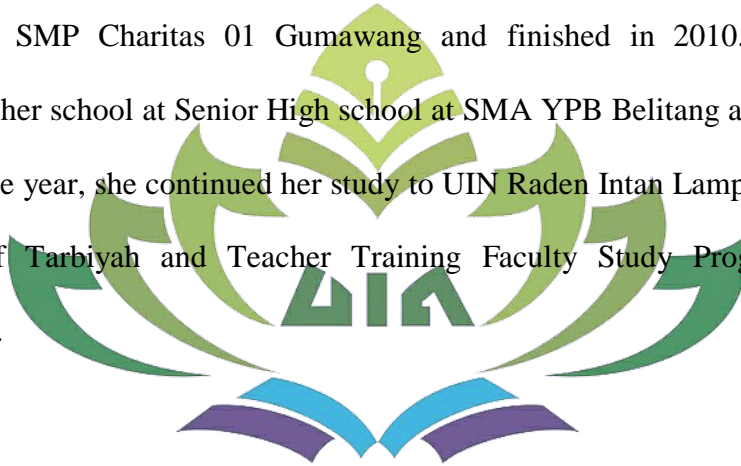
1. My beloved parents, Mr. Yudi Afrensi, Mr. Agusni, Mrs. Yuanita, Mrs. Puspita and my beloved Grandmother, who always pray for my success, thanks for all the motivation and support, I love you forever, Allah blesses you mom, dad, and grandma.
2. My beloved Family, thanks for your kindness, support, and togetherness. We must be better for the future.
3. My beloved friends, Refri Nisa who always helps and supports, and all students of English Education Study Program especially class F 2013.
4. My beloved almamater and lecturers of UIN Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.



## **CURRICULUM VITAE**

The name of the researcher is Buana Mutiara Santerika. She was born on July 2<sup>nd</sup>, 1995 in OKU TIMUR Sumsel. She is the first child of a lovely couple Mr. Agusni and Mrs. Eli Siska.

The researcher began her study in Elementary School at SD Charitas 01 Gumawang in 2001 and finished in 2007. After that, she continued her school at Junior High School at SMP Charitas 01 Gumawang and finished in 2010. After that, she continued her school at Senior High school at SMA YPB Belitang and finished 2013. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



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First of all, all praise be to Allah, the Most Merciful, the Most Beneficent for His Mercy and blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger prophet Muhammad, who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test in partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr.H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with his personnel, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
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Finally, none or nothing is perfect and neither is this thesis. Any Correction, Comments, and Criticism for this final project are always open-heartedly welcome.

Bandar Lampung, November 17  
The researcher,

Buana Mutiara Santerika





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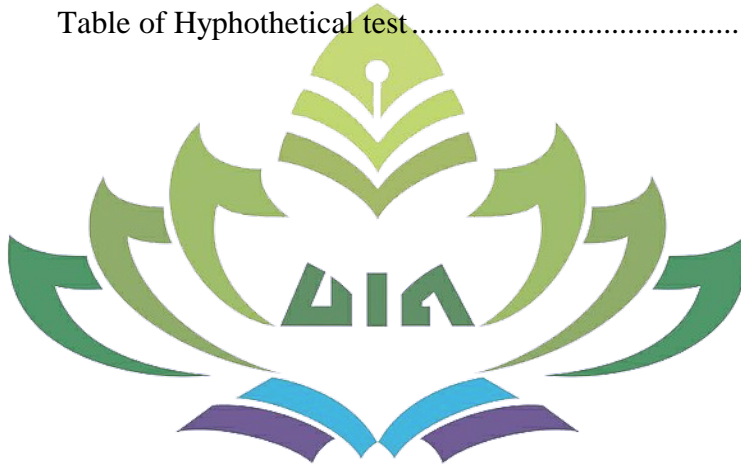
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## CHAPTER I INTRODUCTION

### A. Background of the problem

English is an international language. It has various functions in different countries. Some countries use English as the first language, any other use it as a second language and other use it as a foreign language. As stated in verse 22 of Surah Ar-Rum that language is important to deliver a message:

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاٰخِلٰتُ السِّنِّ وَالْوَنٰكُتِ اِنَّ فِيْ ذٰلِكَ  
لَاٰيٰتٍ لِّلْعٰلَمِيْنَ ۚ ۲۲

“and among His signs is the creation of the heavens and the earth, and the differences in your languages and colours; indeed in this are signs for people who know.(Ar-Rum: 22)

In surah above refers to the importance of language is to deliver a message. Language has an important function in our life. It is because language is a tool to interact with other.

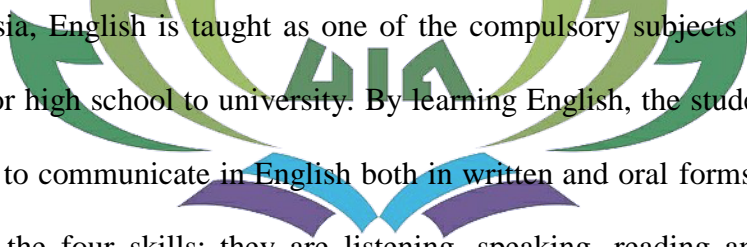
The ability to communicate in English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, technology and so on. This is supported by Hutchinson who states that English is an important language used by many people to communicate each other in the world.<sup>1</sup> Learning English as foreign language is very

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<sup>1</sup> Tom Hutchinson and Alan Waters, *English for Specific Purpose-A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1987), p.6

important since English is the key to the international currencies of technology and commerce.

Since English is a foreign language in our country, most students especially high school students are not familiar with it. Students use English more frequently only inside the class and less frequently outside the class. Because students were limited to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. Those cases bring a problem that makes high school students have difficulties to communicate in English especially in speaking.



In Indonesia, English is taught as one of the compulsory subjects which are taught from junior high school to university. By learning English, the students are expected to be able to communicate in English both in written and oral forms. Thus they have to master the four skills: they are listening, speaking, reading and writing. They should be taught skillfully and communicatively in the learning process in order to achieve the goal of Indonesia curriculum.

The students' difficulties in speaking might be caused by some factors. The first difficulty is the environment that does not support the students to speak English frequently. The environment means the people outside the class. Most people in an EFL country, especially students, may think that the one who likes to speak English outside the class just want to show off their ability. That response only makes them



lose their self-confidence to improve their speaking ability. By speaking, people can interact with others in social interaction in order to get the information from this process.<sup>2</sup> Speaking is very important because it is one of the English skill that mostly becomes the main purpose why so many people get curious about learning English. It is no doubt to say that learning English in order to be able to communicate is simply not easy. The students can know how to express their ideas in their mind or how to deliver their ideas in English using spoken the language. Speaking is very important in learning a language.

In learning to speak, Harmer says that good speaking activities can and must be highly motivating. If all the students are participating fully- and if the teacher set up the activity properly and can then give sympathetic. Many speaking tasks ( role- play, discussion, problem-solving so on ) are intrinsically enjoyable in them.<sup>3</sup> It means that teacher must be creative to make students feel fun during the process.

In learning to speak, there are several problems involved in getting students to talk in the classroom. First, students did not enjoy their feeling to study English. Factors caused this situation is students are worried about making mistakes, fearful of criticism, or simply shy in getting the attention of their speech. Second, because they

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<sup>2</sup> Jack C Richard and Renandya, Willy A, *Methodology in Language teaching*, (Cambridge University Press, Cambridge, 2002) P.201.

<sup>3</sup> Jeremi Harmer, *How to teach English*, ( London: Longman, 1998), p.88

are lack of motivation to practice the second language in daily conversation. And the last, they are also too shy and afraid to take part in the conversation.<sup>4</sup>

Based on the preliminary research in SMPN 19 Bandar Lampung at the eighth grade, the researchers found that the students have difficulty in speaking ability. From the interview, it was found that many students at eighth grade experienced difficulty in speaking such as the students are lack of speaking practice and the students are ashamed. From an interview with students were: they were afraid to make a mistake and the students were lazy to follow lesson because the teacher did not use an interesting technique in the teaching process. It made class atmosphere become bored in learning English process, the students became unmotivated in learning English so the students unable to speak English well. It can be seen in the following table 1, out of 360 students at the eighth grade only 151 students have good ability. Then, from an interview with the students, it was revealed that the teacher rarely used the various technique in teaching and learning process. The teacher only used discussion technique in the teaching-learning process. The researcher asked the teacher about the score. The teacher got the data through the test of speaking ability to the students of SMPN 19 Bandar Lampung. The students' score of speaking ability can be seen in the following table:

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<sup>4</sup> English teacher of SMPN 19 Bandar Lampung

**Table 1**  
**Score of Student's Speaking at the First Semester of the Eighth Grade at SMPN 19 Bandar Lampung in the Academic Year of 2017/2018**

No	Score	The total students												percentage
		A	B	C	D	E	F	G	H	I	J	K	L	
1	$\geq 75$	10	14	12	14	11	14	13	12	13	14	14	10	41.94 %
2	$< 75$	20	16	18	16	19	16	17	18	17	16	16	20	58.05 %
<b>Total</b>		360												

*Source: The Score from English Teacher of SMPN 19 Bandar Lampung*

From the table above the total of eighth grade are 360 students, 41.94 % of total students is a good score of 151 students, and 58.05 % of total students got low score of 209 students. Criteria for mastery minimum (KKM) of English subject in the school is 75. It means that the student's speaking ability was still low with the total score 58.05 %. The researchers assumed that most of the students were still difficult to speak English well. The researchers concluded that the students' speaking ability in SMPN 19 Bandar Lampung still need to be increased.

Based on the explanation above the English teacher must apply various techniques for teaching speaking so that it was effective and enable the teacher to teach the students well in understanding the subject. There are many kinds of teaching speaking techniques. The technique can attract students' motivation in learning English so that the students feel enjoyable and the students do not feel bored.



In this research, the researcher used Story Completion technique, it was not only used to communicate, but also used to make students' confidence to speak in the class with other friends, and to increase the students' learning motivation and interest. By using story completion technique, it was made the students improve their speaking ability easier.<sup>5</sup>

Story Completion technique constitutes variant from the discussion of the group. Kayi says that Story Completion is an activity which is very enjoyable for the whole class and it is a good choice activity to push students to do oral communication.<sup>6</sup> In this technique, the students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. It was interesting technique because every student is motivated to speak, to ignore the error that they will make later on. The use of Story Completion is hoped not only be used to communicate but also to build the students' confidence to speak up in class activity. The students' will enjoy sharing with their groups and the students can improve their speaking ability through this technique.

Some researchers have done on Story Completion technique, the first was research by Wijaya who studied (the implementation of Story Completion technique in teaching speaking). Based on the result of his research Story Completion is very helpful for

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<sup>5</sup> Hayriye Kayi, Teaching speaking: *Activities to promote speaking in a second language*. (Nevada:University of Nevada, 2006) The Internet TESL Journal. Vol. 12. No. 11. <http://itesjl.org/Articles/Kayi-TeachingSpeaking.html>.

<sup>6</sup> *Ibid.*

increasing students' speaking skill after being taught by Story Completion technique, it can be seen from the difference average score pretest and post-test. There is an increase from the average score from of pretest (53.29) to post-test (71.57). Then, the result of hypothesis test showed that the hypothesis was accepted because T-ratio was higher than t-table ( $8.124 > 2.052$ ).<sup>7</sup> So the researcher can conclude that Story Completion can increase students' speaking skill and get positive responses.

Another previous research that was done by Saputra who studied (Improving students' narrative writing through story completion activity for the eighth-grade students of SMPN 1 Ngemplak). He found that there was a positive writing ability by using Story Completion. Based on the result showed that Story Completion could improve 70% students' writing ability of the total students in writing narrative text. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is consequently accepted.<sup>8</sup> So the researcher can conclude that Story Completion gave significant influence toward students' writing ability

Based on the result previous research, the researcher used Story Completion technique in this research to improve speaking ability. This technique is really effective in improving students' speaking ability because it inspires students to speak up. Story Completion technique gives chance for students who get less chance to

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<sup>7</sup> Wisnu Wijaya, *The Implementation of Story Completion technique in Teaching Speaking*, available at [download.portalgaruda.org/article.php?article=287230.html](http://download.portalgaruda.org/article.php?article=287230.html), [March 03, 2017]

<sup>8</sup> Febri Arif Saputra, *Improving Students' Narrative Writing through Story Completion Activity for the Eighth Grade Students of SMPN 1 Ngemplak* (Encounter: Volume 9, No. 9, 2015). Available at [ournal.student.uny.ac.id/jurnal/article.html](http://ournal.student.uny.ac.id/jurnal/article.html), [August 24, 2017]

explore their ability and idea without afraid to speak. This technique is good for teaching speaking by using story completion technique students can be easy to improve speaking skill in the learning process.

Based on the background and the previous research before the researcher conducted this research entitled “ The Influence of Using Story Completion technique towards Students’ Speaking Ability at the First Semester of the Eighth Grade of SMPN 19 Bandar Lampung in the Academic Year of 2017/2018”.

### **B. Identification of the Problem**

Based on the background of the problem above, the researcher identifies the problem as follows:

1. The students’ speaking in English is still low.
2. The students were less in speaking English because they are shy and afraid to make mistakes in speaking.
3. Students had low the motivation to improve their speaking skill because of the lack of stimulation.
4. The students were bored to study English because the teacher did not use an interesting technique.
5. The teacher uses the monotonous technique.



### **C. Limitation of the problem**

Based on the identification of the problem, the researcher focuses on the problem of the research on the use of Story Completion technique and speaking ability of students. It is conducted at the eighth grade of SMPN 19 Bandar Lampung.

### **D. Formulation of the problem**

Based on the identification of the problem and limitation of the problem mention above, the researcher had formulated the problem as follows:

Is there any influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018?

### **E. Objective of the Research**

The objective of the research was to know whether there is a significant influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

### **F. Significance of the Study**

The use of the research are as follows:

- a. Theoretically to enrich new theory to the English teacher of SMPN 19 Bandar Lampung, about the influence of using Story Completion technique to improve students' speaking ability.

b. Practically

- a. It is expected that the result of this research can improve the way how the English teachers teach especially in teaching speaking by using Story Completion.
- b. It is hoped that it can make the students easy to understand the lesson and memorable. So, it can improve their speaking ability.
- c. It is hoped that the result of this research will be useful to improve the knowledge of the other lesson teachers about teaching by using Story Completion technique in their way.

**G. Scope of the research**

1. Subject of the research

The subject of this research was the students at the SMP N 19 Bandar Lampung in the academic year of 2017/2018.

2. Object of the research

The object of the research was using Story Completion technique and students' speaking ability.

3. Place of the research

Place of the research was conducted at SMP N 19 Bandar Lampung.

4. Time of the research

The research was conducted at first semester in the academic year of 2017/2018.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Teaching English as a Foreign Language

English is one of the subject material school and as a part of the national exam in Indonesia. Therefore, the students must know English well for carrying on their study and to go to the next level that higher than before. Therefore, Brown states that teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.<sup>1</sup> It means that teaching is a process that will be done by the teacher based on the experience, knowledge and material preparation. Then, in reality, the students still find difficulties in English, because of the difference of pattern, structure, and language use.

In another hand, English is also called as a foreign language, because our people do not use English as the common language in our country. Language operates in a speech community or culture.<sup>2</sup> It means that one of the ways to help someone to know each other is language. Then we need some ways to teach English. English is so important, but in fact, not all of our people can learn and use English in their daily activity. It is caused by the level of education and the weaknesses of our educational emphasized system.

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<sup>1</sup> H. Douglas Brown, *Principle of language Learning and Teaching*, ( San Francisco: State University, 1994), p.7

<sup>2</sup> *Ibid.*p.17



Meanwhile, Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>3</sup> It means that the students who learn English as a foreign language have fewer opportunities to use their English in real life situation.

Based on the theory' explanation above, English in Indonesia as a foreign language that uses the subject material in the schools to university level. By teaching English, students also are expected to able to apply their English language for communication. Talk about the rules of a target language, speaking is difficult for students and people because of different shape with Indonesia language.

## 2. The concept of Speaking

### a. Definition of Speaking

Speaking is the important skill which is used in daily life communication to convey information, and its primary purpose is to establish and maintain social relations. The importance of speaking is stated in the Holy Qur'an Surah An-Nisa verse 9 as follows

وَالَّذِينَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ  
وَلْيَقُولُوا قَوْلًا سَدِيدًا ٩

“And let those fear who, should they leave behind them weakly offspring, would fear on their account, so let them be careful of (their duty to) Allah, and let them speak right words.” (An-Nisa: 9)

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<sup>3</sup> D.A Wilkins, *Linguistic in Language Teaching*, (London: Edward Arnold Publisher, 1980), p.7

This verse shows that Islam gives high attention to speaking. It explains about how speaking must be clear and true.

In addition, Siahaan states that speaking is the spoken productive skill. It is the skill of the speaker to communicate information to a listener or a group of listeners.<sup>4</sup> It means that speaking share information to the listener.

According to Brown, speaking skill is the ability to use the language in oral form to show what is in the mind.<sup>5</sup> It can be interpreted that Speaking is a way to communicate with others, to share information, express idea, feeling, emotions to another person or give an explanation or to ask a question for someone.

According to Thornbury, speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted.<sup>6</sup> The average person produces tens of thousands of words a day, although some people may produce even more than that. It means that speaking is one effective way to interact and communicate with people in social life.

Brown as a quote by Florez said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>7</sup> Moreover, speaking as a productive ability in which speaker produces

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<sup>4</sup> Sanggam Siahaan, *The English Paragraph*, (Graha Ilmu, Yogyakarta, 2008), p.2.

<sup>5</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Logman, 2003), p.149.

<sup>6</sup> Scott Thornbury, *How to Teach Speaking*, (Malaysia, Longman, 2005), p.1-2

<sup>7</sup> Mary Ann Cunningham Florez, "Improving adult english language learners' speaking skills" (On-line), Retrieved from <http://www.marshadulthoodeducation.org/pdf/briefs/> ( February, 2017)

and use the language to express their sequence ideas and at the same time, he tries to get an idea or the message. In this situation, there is a process of giving or transpiring, encoding, and understanding the message.

Meanwhile, Schott in Johnson and Morrow defines speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed.<sup>8</sup> It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily activities, because we can react to other person and situation, express our ideas, thought and feeling, through spoken language.

From the explanation above, it can be concluded that speaking is a productive skill used by someone in daily life to communication, an act of producing words, which is communicating the speech sound for expressing and conveying a message or ideas to build communication to a listener or a group of listeners.

### **b. Concept of Speaking Ability**

Speaking is the most common communicative activity in daily life. Speaking is a part of daily life to communicate information to a listener with building and sharing meaning. Linse states that when children begin speaking, they experiment and play with the utterance that is made to form words and phrases. As they grow, children

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<sup>8</sup> Keith Johnsonn & Marrow, *Communication in the Classroom*, (New York: Longman, 2000), p.70

integrate these words and structures into their real and imaginary play.<sup>9</sup> It means that the speaking ability can develop their growth as well. The students in senior high school should be able to improve their words for speaking than the students in senior high school have more time to study about speaking. They have also many opportunities to increase their speaking ability, but in reality, the students are still difficult to increase their speaking ability.

Speaking is very important that we have to learn. Speaking ability is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those are risk-takers unafraid of making mistakes will generally be more tack active, but with many errors that could become hard to break habits. Students may take a long time to speak confidently their English often contains fewer errors and they will be proud of their speaking ability.

Furthermore, speaking ability is also one language that will be learned and developed when studying a foreign language. Speaking ability is not only based on the time where the students will study about speaking for a long time but also it is based on their habitual to speak English, they must practice in their daily activities because speaking ability is verbal intelligence. The ability to speak English is very important for the students because speaking is the basic language skills for communicating and the ability to speak well will make the students can easily follow the progress of

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<sup>9</sup> Caroline T, Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw-Hill, 2005), p.46



globalization.<sup>10</sup> Speaking is one of four skills of language and it has an important role in daily life because it is the main skill in communication. Welty states that speaking must fulfill these criteria, there are pronunciation, fluency, grammar, vocabulary, and comprehension.<sup>11</sup>

Based on the explanation above, the researcher concludes that the speaking ability is their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. That means speaking is very important in daily activities because we can react to order person and situation, express our ideas, thought and feel through spoken language.

### c. Elements of Speaking

The ability to speak Fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

#### a. Language Features

Among the elements necessary for spoken production, are the following:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech, sounds are modified (assimilation), omitted, (elision), added (linking), or weakened

<sup>10</sup> Littlewood. *Communicative Language Teaching*, (Cambridge: University Press, 2004).p.21

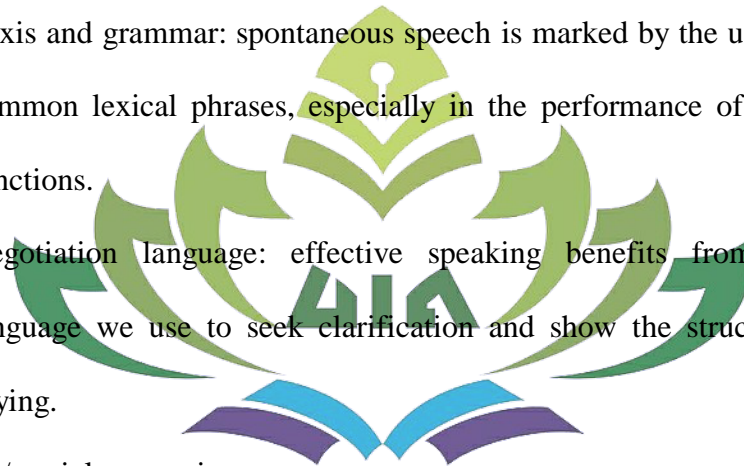
<sup>11</sup> A. Don Welty and Doroty R, *The Teacher Aids in the Instruction Team*, (New York: Mc. Grew Hill, 1976), p. 159

(through construction and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

- 2) Expressive devices: native speakers of English change the pitch and stress on particular parts of utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction).

- 3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

- 4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.



b. Mental/ social processing

if part of a speaker productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that necessitate.

- 1) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally

appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

- 2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. And a knowledge of how linguistically to take turns or allow others to do.
- 3) (on the spot) information processing: quite apart from our response another feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.<sup>12</sup>

#### **d. Assessment of Speaking**

According to Brown, a teacher should provide the widest possible opportunity for students to interact, both with the teacher, subject matter as well as with other students.<sup>13</sup> Each assessment in a learning should be directed to learning itself. Assessment is an attempt to measure the achievement of the goals set. Assessment can be oriented to products and processes.

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<sup>12</sup> Jeremi Harmer, *The Practice of English Language Teaching*, (3rd Ed) (England: Longman, 2003), p.269

<sup>13</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (2<sup>nd</sup> Ed) (San Francisco: Addison Wesley Longman, 2002), p.140

Arends in Alwasilah said that assessment has six types, there are:

1. Performance assessment

Performance assessment is done to see the results perform students in speaking, in this type students usually given problem situation used to test students perform.

2. Authentic assessment

Authentic assessment is similar to performing assessment. In this assessment the students are given a real-life setting.

While in authentic assessment or assessment perform, things to note that the assessment should focus on the skill of the students.

3. Portfolio assessment

Portfolio assessment is done by assessing the works of students in the form of journals, essays, and other exercises.

4. Assessment of learning potential

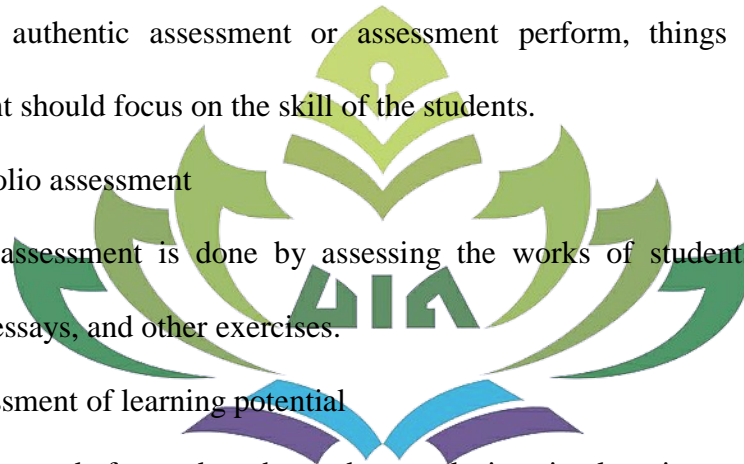
Assessment study focused on the student works in using learning potential.

5. Assessment of group effort

Assessment group is the assessment made at the time students do working group.

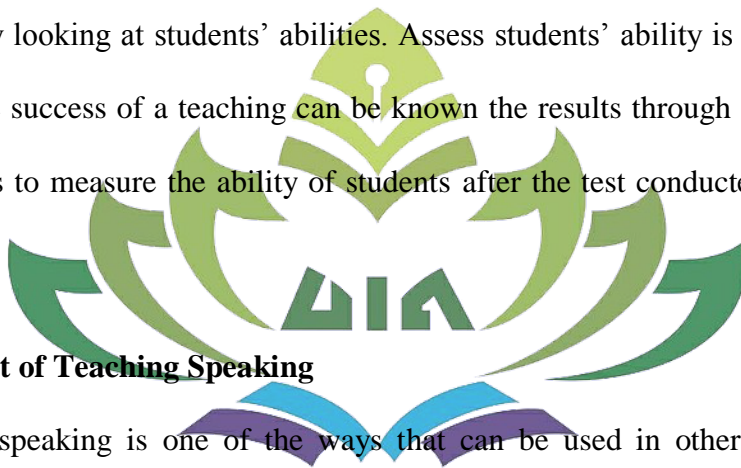
6. Checklists and rating scales

Assessment checklist is systematically prepared based on certain criteria and indicators so that the teacher is marking the time of assessment and based on the results of the checklist on each indicator.





Assessment is a way to know the outcome of the students' ability to learning. In assessing each capability requires its own way, the performance assessment, authentic, portfolios, learning potential, the assessment within a group and checklist. In learning speaking usually used performance assessment because students are based on assessed result of their performance in the classroom, when they convey their expression, storytelling, or when they convey the information. Assessment is done not only to assess students learning outcomes but also assess students learning the process by looking at students' abilities. Assess students' ability is not an easy thing to do. The success of a teaching can be known the results through increased leaning that serves to measure the ability of students after the test conducted in the learning process.



### **3. Concept of Teaching Speaking**

Teaching speaking is one of the ways that can be used in other the learners can understand the meaning of communication in real communication. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.<sup>14</sup> It means that teaching is a process that should be done by the teacher based on the experiences, knowledge and material preparation the aim of teaching can be reached.

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<sup>14</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Ed) (San Francisco: Addison Wesley Longman, 2001), p.271

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Then in teaching speaking, there are also principles that should be known by the teacher.

Nunan says that there are five principles of teaching speaking, they are:

1. Be aware of the difference between second language and foreign language in a learning context.
2. Give students chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk about using group work or pair work.
4. The plan is speaking task that involves negotiation of meaning.
5. Design classroom activities that involve guidance and practice in both transactions and interaction speaking.<sup>15</sup>

So, based on the explanations above, it can resume that teaching speaking is giving instructions to the students about how they can communicate their ideas, express their feelings, and etc with some principles.

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<sup>15</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.54-56

#### 4. Theory in Teaching Speaking

Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking and the classrooms need to become ‘talking classroom’. In other words, students will much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.<sup>16</sup>

According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc).<sup>17</sup> While speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate.

Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and social-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time. It is important, therefore, that speaking should be taught explicitly in language classrooms – simply “doing” speaking activities is not the same as learning the knowledge, skills, and strategies of speaking.<sup>19</sup>

Based on the explanation above, teaching speaking is the way for students to express their emotions, communicative needs, interact with another person in any situation and influence to another. For this reason, in teaching speaking skill it is necessary to

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<sup>16</sup> Scott Thornbury, *How to Teach Speaking*, (London: Longman, Ed.1, 2005. p. 22

<sup>17</sup> A.S. Hornby, p.10

<sup>19</sup> Anne Burns, *Teaching Speaking a Holistic Approach*, (Cambridge: University Press, 1995), p. 102

have clear understanding involved in speech. Speaking is complex skill requiring the simultaneous use of members of different abilities, which often develop at different rates. At least, it concerns with a component of pronunciation, grammar, vocabulary, comprehension, and fluency. The descriptions are as follows:

a. Pronunciation

Pronunciation is the way in which a language is spoken. When a teacher teaches English, they need to be sure that their student can understand when they speak. The student needs to be able to say what they want to say.

b. Grammar

Grammar is partly the study of what form or structure is possible in a language. Traditional grammar has been concerned almost exclusively with analysis at the level of the sentence. Grammar is a description of the rule that governs how sentences are formed.

c. Vocabulary

Vocabulary is the total number of words that make up a language. Those words are used in speaking.

d. Fluency

Fluency is the ability to process language easily and quality or condition of the person to speak a language easily and well.



#### e. Comprehension

Comprehension is quite complete at a normal rate of speech. Comprehension is the ability to understand something, in this speaking ability. When we will be mastered in speaking as comprehension, it makes us easier to understand another component of speaking. It means that the students should understand what they will say.

From the explanation above, it can be concluded that teaching speaking must be mastered in many aspects, there was pronunciation, grammar, vocabulary, fluency and the students will be active speakers when they in the speaking class because in this activity the students show what is in mind.

#### 5. Approach, Method, and Technique

Anthony in Richards and Rodgers clarifies the differences between approach, method, and technique. He states that approach is the level of theories, a method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach axiomatic, a method is procedural and technique is implementation.<sup>19</sup>

In addition, Setiyadi adds that an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. A method, which is developed based on some assumptions of an approach, includes the

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<sup>19</sup> Jack C. Richards and Rodgers, *Approaches and methods in Language Teaching*, Cambridge: Cambridge University Press, 2007, p.19

whole plan for the presentation of language materials, while the technique is implementation, meaning that a teaching or learning in the classroom. Techniques are not exclusive to certain methods. To some extent, different methods may have some similar techniques even though they must have other different techniques.<sup>20</sup>

Based on the explanations above, it can be said that Story completion is one of the techniques because Story completion has to be implemented. In this case, it carries out a method of teaching and learning of speaking.

## **6. Story Completion Technique**

### **a. Concept of Story Completion Technique**

Since Story Completion is a technique for teaching oral communication, it can be included into one of modifying storytelling activity. Kayi says that story completion is an activity which is very enjoyable for the whole class. Story Completion is a good choice activity to push students to do oral communication.<sup>21</sup> It means that the student can develop their idea and interaction with the other. Meanwhile, Lansky says that kind of Story Completion. Those are structured doll play test, puppetry, thematic apperception test (TAT) with a verbal description, and dramatic production test.<sup>22</sup>

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<sup>20</sup> A.g. Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p.9

<sup>21</sup> Hayrie Kayi, *Teaching Speaking: Activities to promote speaking in a second language*, (Nevada: University of Nevada, 2006) The internet TESL, Journal, Vol.12. No.11

<sup>22</sup> M. Lansky L, *Projective Technique in Personality Assessment*. (Berlin: Springer Berlin Heidelberg, 1968)

According to Patel, Completing story is a good technique for conduction oral work. In this work, the teacher tells a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words. This technique develops the logical thinking and sentence sense in the students. The story should be brief, simple and interesting. It should be full of actions.<sup>23</sup> It means that story completion has free speaking activity. They can use their perception, imagination and so on.

In Story Completion, everybody must a lot of ideas to get a good story. With conduct by the teacher, the teacher starts the play with talking about an interesting story, but after a few sentences, the teacher stops narrating or talking. Then, each student in one by one starts to talk or narrate from the point on the previous one stopped. Students can tell and explore the idea of the story. They can use their perception and imagination. Students can tell the characters, events, descriptions and so on. Therefore, students will really enjoy studying because they have to speak the idea of the story in a group.

Based on statements above, the researcher concludes Story Completion technique in this research is kind of technique for teaching speaking, students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the

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<sup>23</sup> Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching ( Methods, Tools, Techniques)*. (Jaipur: Sunrice Publishers & Distributors, 2008), p.107

students. It will be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on.

## **b. Advantages, Disadvantages, and Procedures of Story Completion technique**

### **1. Advantages of Story Completion technique**

A learning model is select definitely are advantages and disadvantages. Story Completion technique has some advantages as follows:

- a) Students produce an oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehension, and speaking development.
- b) Stories promote a feeling of well-being and relaxation.
- c) Increase children's willingness to communicate thoughts and feelings.
- d) Encourage active participation.
- e) Increase verbal proficiency.
- f) Encourage use of imagination and creativity.
- g) Encourage cooperation between students and enhance listening skills.<sup>24</sup>

From the explanation above, it can be concluded that Story Completion technique is an appropriate technique to improve the students' speaking competence. Because each student has ready to speak in front of the class.

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<sup>24</sup> O'Malley, J M, and Pierce L V, *Authentic assessment for English language learners*, (Addison: Wesley Publishing Company, 1996), p.12

## 2. Disadvantages of Story Completion technique:

Story Completion technique is also some disadvantages as follows:

- a) Students' need many vocabularies to tell a story, where the most EFL junior high school students, especially in Indonesia, lack of vocabulary.
- b) Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge.<sup>25</sup>

From the description above, it can be concluded that Story Completion technique is some disadvantages. However, it is not a big problem as long as the teacher can conduct the class. The teacher can manage them by following the step and make relax students' relax by the enjoy situation that she creates in the class. So the students can follow this technique by comfortable.

## 3. The procedure of Story Completion technique:

The procedure of Story Completion technique stated by Kayi as Follows:

- a) The teacher asks students to make groups consist of 5 students in each group.
- b) The teacher gives the topic of a recount text, the teacher gives them 15 minutes to discuss with their group.
- c) The teacher starts to tell a story in the beginning
- d) After a few sentences, he or she stops narrating
- e) Then, each student starts to narrate from the point where the previous one stopped.

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<sup>25</sup> *Ibid.* p. 12



- f) Each student is supposed to add from four to ten sentences.
- g) Students can add new characters, events, descriptions and so on.<sup>26</sup>

## 7. Discussion Technique

### a. Concept of Discussion Technique

There are many techniques that can be used by the teacher, one of which is the discussion technique. According Roestijah discussion technique is one of the techniques of teaching and learning is done by teachers at the school.<sup>27</sup> The discussion is part of learning technique which teacher delivers the material and students to discuss in groups. Material provided vary depending on the capabilities that will be assessed by the teacher. According to Tarigan, the discussion is a cooperative activity.<sup>28</sup> Discussion can be attended by all students in the class, all the students are divided into groups with members of the group who are not too much so that it is easier for the teacher to observe students' work.

According to Slamet, the discussion is done by presenting a topic and students are asked to discuss it.<sup>29</sup> As the discussion leader in the classroom the teacher will provide interesting material for this activity, so the students can make the best

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<sup>26</sup> Hayrie Kayi, *Teaching Speaking: Activities to promote speaking in a second language*, (Nevada: University of Nevada, 2006) The internet TESL, Journal, Vol.12. No.11

<sup>27</sup> Roestiyah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, Ed.8, 2002), p.5

<sup>28</sup> Guntur Tarigan, *Berbicara sebagai Suatu Keterampilan Berbicara*, (Bandung: Angkasa, Revised Ed,2008), p.40

<sup>29</sup> Slamet, *Pembelajaran Keterampilan Berbahasa Indonesai Teori and Aplikasi*, (Yogyakarta: Graha Ilmu, 2014, ed.2) p.56

discussion, the teacher will also use the material already know the students so the students can understand. Slamet states that discussions were conducted to determine the students' ability to express opinions, maintains, and respond to ideas and thoughts presented by the students.<sup>30</sup> By discussing the students in group activities to express an opinion or ideas generated. Then the students will be able to work together and conclude various opinions and ideas into one conclusion.

From the above explanation, it can be concluded that discussion is a technique of teaching where teachers provide the materials by forming several students into groups, and then the teacher gives the material as the material for discussion. This is done to make the students able to speak in expressing ideas and opinions on a topic. The discussion is also used to make students able to make a conclusion in a good cooperation.

## **b. Advantages, Disadvantages, and Procedures of Discussion Technique**

### **1. Advantages of Discussion Technique**

There are advantages of discussion technique

- a) Stimulating the creativity of the students in the form of ideas in solving a problem.
- b) Develop respect for the opinions of others.
- c) Expanding horizons.
- d) Fostering discussion to get used to reaching a consensus in solving a problem.

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<sup>30</sup> *Ibid*, P.88

Advantages of discussion technique are to stimulate the creativity of students in the form of ideas for the groups of students are required expressing an opinion to share their thoughts. Develop respect for the opinions of others, the group consists of several students and they each have an opinion, then the students will respect their opinions with each other.

## **2. Disadvantages of Discussion Technique**

There are disadvantages of discussion technique:

- a) Talks sometimes distorted, so it takes a long time.
- b) It cannot be used in a large group.
- c) Participants received limited information.
- d) Maybe controlled by people who like to talk or want to stand out.

The disadvantage of discussion technique may be overcome by this way if distorted speak can be addressed by limiting the material that will be given to students. If the discussion technique cannot be used in large groups, the number of groups can be reproduced. If students only received limited information, the students are advised to ask the teacher or their friends. The last is controlled by the groups allows for people who like to talk, then the way to do is to divide the material to every student who is in the group so that all students have a turn to speak.

### 3. Procedure Teaching Speaking by Using Discussion

The following is the procedure of teaching speaking by using discussion:

- a) Makes students into groups, 6-8 students in group
- b) Make a small circle in each group
- c) Time of discussion maximal is 40 minutes.
- d) The teacher gives a task to be discussed
- e) The teacher tells how to report a task. For example such as a summary, conclusions or problem solving
- f) The teacher appoint a representative to present their discussion.<sup>31</sup>

From the procedure for the discussion, the technique is to make students into small groups and each group making a small circle. The teacher tells the time used for discussion and the teacher gives a task to be discussed in each group. The teacher tells how to report the result of discussion like summaries, conclusions or solutions to problems. The last procedure is the teacher appoint a representative from each group to present the result of their discussions in the form of a summary.

### B. Frame of Thinking

Language is a system for the expression of meaning. It means that human uses language to express their ideas, feelings, opinions, and arguments. It was needed to interact or to communicate with other people. In learning English context, especially in Indonesia, students are expected to able to use English in speaking. Speaking is

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<sup>31</sup> Romlah Tatiek, *Teori dan Praktek Bimbingan Kelompok*, ( Malang: Universitas Malang 2001),p.99

one of the most important skills in learning foreign language especially English, it is used to communicate what feeling we have, to give report, idea, advice, instruction, complaint, and so on.

Based on previous explanation, the researcher assumes that technique especially Story Completion is an activity where the students can tell and explore their idea about the story. This technique is really effective in improving students' speaking ability because it inspires students to speak up. Story Completion technique gives chance for students who get less chance to explore their ability and idea without afraid to speak. This technique is good for teaching speaking by using story completion technique students can be easy to improve speaking skill in the learning process.

Since Story Completion technique can increase student's speaking ability, Story Completion surely also could increase student' aspect of speaking, which are comprehensibility, vocabulary, pronunciation, grammar, and fluency. From all those aspects of speaking, the researcher believes that comprehensibility is the aspect that can increase the most because students get used to comprehending some stories. They can also easily comprehend the stories because they work in groups, therefore they only get a part of the story, while other parts will be told by the other members of their group. In conclusion, they work together in a group, it will be easier for them to comprehend the story. Therefore, the researcher puts another assumption that



comprehensibility is the aspect of speaking which increases the most after students are being taught through Story Completion technique.

### **C. Hypothesis**

Based on the theories and assumption above the researcher proposed hypothesis are follows:

Ha: There is a significant influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

Ho: There is no significant influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used an experimental design. According to Setiyadi, experimental design is intended to find the relation of variables invalid which can be used to search the conclusion in general.<sup>1</sup> Then, the experiment has three types they are: 1) Pre-experimental design, this section present two design that have been as pure experimental because they provide little or no control of extraneous variable. Unfortunately, one finds that this design is still used in educational research.<sup>2</sup> 2) True experimental design, the design in this category are the most highly recommended designs for experimentation in education because of the control that the provider.<sup>3</sup> Quasi-experimental design, the goal of the experimenter is to use designs that provide full experimental control through the use of randomization procedures.<sup>4</sup>

From the statement above, the researcher used a quasi-experimental design to know the students' speaking ability, particularly their speaking ability after the students are given Story Completion technique as treatment.

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.125

<sup>2</sup> Sugiono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p.114

<sup>3</sup> *Ibid*, p. 112

<sup>4</sup> *Ibid*, p.114

Setiyadi states that quasi-experimental method has three basic characteristics: (1) a control group (or group) is present, (2) the subjects of both control class and experiment class are chosen randomly, and (3) pre-test is given to know the students' achievement of treatments.

The research design can be presented as follows:

$$G1 = T1 X T2$$

$$G2 = T1 O T2$$

Notes:

G1: Group one ( experimental class)

G2: Group two ( control class )

T1: Pre-Test

T2: Post-test

X: Treatment with Story Completion technique

O: Treatment with Discussion technique technique

The researcher selected two classes. Based on the design above, the researcher selected two classes as the sample, one class was the control class and another class was the experimental class. The experimental class was taught by using Story Completion technique whereas, control class was taught by using discussion technique. It is conducted in order to know the differences between the average

scores of speaking received by the students of experimental class and that of the control class.

### **B. Variable of the Research**

After determining of the research, the researcher focussed on two variables:

1. Story Completion symbolized with (X) is an independent variable of the research.
2. Student's speaking ability with (Y) is as the dependent variable of the research.

### **C. Operational Definition of Variable**

This operational definition of variables is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definition of a variable was as follows:

1. Story Completion technique (x)

Story Completion technique in this research is a kind of technique for teaching speaking by asking students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. The story completion technique in this research is used in SMPN 19 Bandar Lampung.

2. Speaking Ability (y)

Students' speaking ability is their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, fluency, and comprehension.

## D. Population, Sample and Sampling Technique

### 1. Population

Fraenkel and Wallen say that a sample in a research study is the group on which information is obtained. The large group to which one hopes to apply the result is called the population.<sup>5</sup>

The population of this research was the eighth-grade students of SMPN 19 Bandar Lampung in the academic year of 2017/2018. The numbers of the eighth-grade students are 360 distributed in 12 classes.

**Table 2**  
**Number of the Students of the Eighth Grade at**  
**SMPN 19 Bandar Lampung**

No	CLASS	GENDER		NUMBER
		MALE	FEMALE	
1	A Class	13	17	30
2	B Class	14	16	30
3	C Class	16	14	30
4	D Class	15	15	30
5	E Class	11	19	30
6	F Class	10	10	30
7	G Class	11	19	30
8	H Class	11	19	30
9	I Class	11	19	30
10	J Class	13	17	30
11	K Class	11	19	30
12	L Class	12	18	30
<b>THE TOTAL NUMBER OF THE STUDENTS</b>				<b>360</b>

*Source: Academic Affairs of SMPN 19 Bandar Lampung*

<sup>5</sup> Jack R. Fraenkel and Norman E. Wallen, *How to design and evaluate Research in Education*, (7th edition) ( New York: McGraw-Hill, 2009), p.90



## 2. Sample

Arikunto says that the sample is the part of the population which will be investigated.<sup>6</sup> The sample of this research was taken two classes, one as the experimental class and the other one as control class.

## 3. Sampling Technique

In this research, the researcher was taken samples from the population of the research by using cluster random sampling technique. As Setiyadi says that the sample in cluster sample can be determined by using a random sample or systematic sample.<sup>7</sup>

Based on the explanation above, to determine the class of cluster random sampling, the researcher uses. The researcher wrote all of the classes of the eighth grade on the piece of paper. The papers are rolled. Then, shake the papers to determine both of the classes. Here are the steps of taking a sample by using cluster random sampling technique:

- a. First, the name of each class was written on a small piece of paper.
- b. Then, these papers were rolled and put into a box.
- c. After that, the box was shaken until one of the rolled-paper out of the box. It was done twice since the sample were two classes.
- d. And then, the writer took two pieces of the rolled paper. The first class was an experimental class and the second class as control class.

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<sup>6</sup> Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*, ( Jakarta: Rineka Cipta. 2013), p. 174

<sup>7</sup> *Op.Cit*, p. 42

By using a cluster random sampling technique, the researcher took two classes as the samples of research, they were students in the class (X) as control class and they were taught using Discussion technique. While students in the class (Y) as an experimental class, they were taught using Story Completion technique.

### **E. Research Procedure**

The research procedure conducted in the first semester 2017. Before conducting the research, the researcher already asks the permission of the headmaster and the English teacher at the school. After she had the permission, the researcher conducted the following steps:

1. Determining the subject of the research

The researcher chose the first semester of the eighth grade of SMPN 19 Bandar Lampung as the subjects of the research.

2. Determining the sample of the research

In taking samples of the research, the researcher used random sampling. The researcher chose two classes as the sample of the research, one class as the experimental class and another one as control class.

3. Doing a pre-test to get the data

It was done for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.

#### 4. Conducting the treatments

The researcher was given the treatment in three meetings for experimental and control classes each. In treatment, the students of the experimental class had been taught by using Story Completion. Meanwhile, in the control class, the students have been taught by using discussion technique.

#### 5. Doing the post-test to get the data

The researcher conducted the post-test after the treatments. By giving the post-test, the researcher administrated post-test in order to know the students' speaking ability improvement after the treatment. The test includes an oral test.

#### 6. Analyzing the data

In analyzing the result, the researcher compared the result of post-test between experimental class and control class. To know whether the post-test score of the experimental class is higher than control class.

### **F. Criteria for evaluating students' speaking**

In evaluating the students' speaking ability, the researcher uses the oral English rating sheet proposed by Harris.<sup>8</sup> Based on this oral rating sheet, there are five aspects to be considered: pronunciation, grammar, vocabulary, fluency, and comprehension.

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<sup>8</sup> David P. Harris, *Testing English as a Second Language*, (New York, Mc.Graw-Hil, 2004), p.18

**Table 3**  
**Tables of Specification of Speaking Test**

Aspects	Score	Qualifications
Pronunciation	5	If speech is fluent and effortless as that of a native speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to repeat.
	1	Shows that pronunciation problem so serves as to make conversation unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Make frequent errors of grammar or order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to the
	1	Errors in grammar and word order to reserve as to make speech virtually unintelligible.
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.
	4	Indicates that sometimes a student uses inappropriate terms and or must rephrase ideas because of inadequate vocabulary.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that utilizing the word and very limited vocabulary make conversation quite difficult.

	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	If that speech is fluent and effortless as that native speaker.
	4	Refers to speech speed rather strongly affected by language problem.
	3	Refers to that speed and fluency are rather strongly affected by language problem.
	2	Means that a student usually doubts and often forced into silence by language problem.
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehensibility	5	Appear to comprehend everything without difficulty.
	4	Comprehend nearly everything at normal speed although occasionally repetition may be necessary.
	3	Comprehend most of what is said at lower than normal speed with repetition.
	2	Has great difficulty following what is said.
	1	Cannot be said comprehend even simple conversation in English.

Source: David P. Harris, *Testing English as a Second Language*, New York, Rev. Ed. Mc.Graw-Hill, Inc., 2004, p.81

Criteria for score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor



### **G. Data Collecting Technique**

In collecting the data, the researcher used an oral test to know the students' ability in speaking after teaching Story Completion technique. The oral test used to measure the students' ability in speaking. To collect the data, the researcher uses:

- **Pre-test**

Pre-test, it was done to know students' speaking ability before doing post-test. The test did orally by asking the students to come forward in groups. The researcher was given some topics and the students tell about the topics in front of the class. Then researcher records their performance and analyzed them. The scoring was taken based on the pronunciation, grammar, vocabulary, fluency, and comprehension.

- **Post-test**

Post-test, it was being done to know students' speaking ability after they were taught using Story Completion technique. The system and degree of difficulty of post-test were same as a pre-test, because both of them used to measure the students' speaking ability after Story Completion technique was applied.

### **H. Instrument of The Research**

According to Arikunto, the research instrument is a device used by the researcher during the data collecting by which the work is easier as the data are complete and systematic.<sup>9</sup>

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<sup>9</sup> Arikunto, *Loc.Cit*, p.54

The purpose of the oral test was to measure their speaking ability.

1. Pre-test instrument

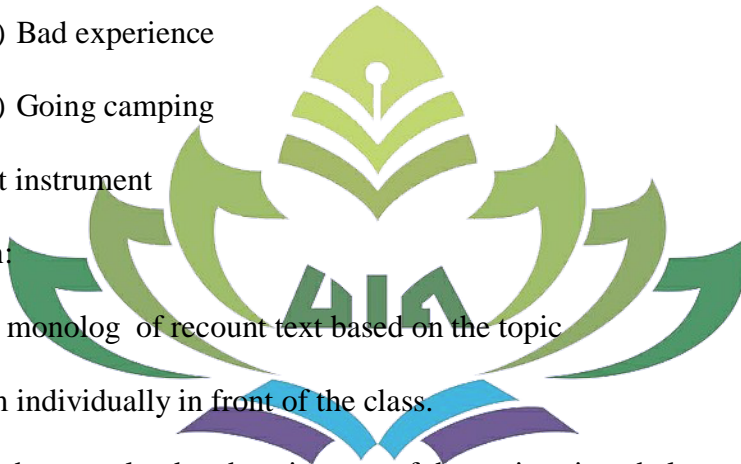
Instruction:

- a. Make a monolog of recount text based on the topic
- b. Perform individually in front of the class.
- c. Present the monolog by choosing one of the topics given below.
  - 1) Vacation
  - 2) Bad experience
  - 3) Going camping

2. Post-test instrument

Instruction:

- a. Make a monolog of recount text based on the topic
- b. Perform individually in front of the class.
- c. Present the monolog by choosing one of the topics given below.
  - 1) Travelling
  - 2) Horrible Experience
  - 3) Holiday



## **I. Validity, Reliability, and Readability of the Test**

### **1. Validity of the Test**

According to Arikunto, validity is a measurement which shows the level of validity or the realism of the instrument, a valid instrument has a high validity.<sup>10</sup> On the other hand, validity is the most important idea to consider when preparing or selecting an instrument. A test is valid if the test measured the object to be measured and suitable for the criteria. There are some criteria for good validity as follows:

#### **a. Content Validity**

Content validity is the extent to which the question on the instrument and the scores from the question are representative of all the possible question that could be asked about the content or skills.<sup>11</sup> Content validity can be found by relating the material of the test with the curriculum for SMP/MTs. It means that the researcher gave the test to the sample based on the current curriculum in the school.

To get validity of the speaking test, the researcher arranged the material based on the objective of teaching in the school based on the curriculum for the eighth grade of SMPN 19 Bandar Lampung, to make sure that the instrument is valid.

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<sup>10</sup> Arikunto, *Op.Cit*, p. 211

<sup>11</sup> John W.Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research* (Boston: Pearson, 2012), p.618

### **b. Construct validity**

Construct validity focuses on the kind of test that is used to measure the ability. In other words, the test could measure what needs to be measured especially in speaking skill. Best and Kahn stated “Construct Validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory<sup>12</sup>. It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability, especially for speaking ability.

In this research the researcher administered the oral test, the scoring covered five aspects of speaking that are from Harris they are: pronunciation, grammar, vocabulary, fluency, and comprehension. To make sure, the researcher consulted to the English teacher at SMPN 19 Bandar Lampung, Mrs. Diswatiningsih, for determining whether the test has obtained construct validity or not.

### **2. Reliability of the Test**

Arikunto says that reliability shows that the instrument can be believed to be used a tool of data collecting technique when the instruments are good enough.<sup>13</sup> If the data are truly based on the fact, how many data will be same? Reliability shows the degree of main about reliable of the test. To get the reliability of the test, the researcher used inter-rater reliability by two raters. The English teacher in the eighth grade of SMPN 19 Bandar Lampung and the researcher her self who examine the student's speaking

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<sup>12</sup> John W Best and James V. Khan, *Research in Education* (New Delhi: Prentice-Hall, 7th ed, 1995), p.219

<sup>13</sup> Arikunto, *Op.Cit.* p.23

ability. The researcher recorded the speaking test and compare with teacher's assessment. In counting the inter-rater reliability the researcher is SPSS ( *Statistical Package for Social Science*) for reliability

Furthermore, to know the degree or the level of the reliability of speaking test the reseacher consulted the criteria of reliability as follows.

0.80 – 1.00 = Very high

0.60 – 0.80 = High

0.40 – 0.60 = Medium

0.20 – 0.40 = Low

0.00 – 0.20 = Very low



### 3. Readability of the Test

Kouame says that readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be a solid predictor of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>14</sup> The students asked to evaluate instruction of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that easy to read and describe an item that is difficult to read. Based on the finding of Kouame's research, if the mean of all items

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<sup>14</sup> Julian B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended For Low-Literate Participant*, *Journal of Multi Disciplinary Evaluation*, (Michigan: Westren Michigan University, 2010), p.133

of the instrument text has to mean under 4.46 the instrument is quite readable and understandable by the reader or test takers.<sup>15</sup>

## **J. Data Analysis**

To analyze the data, the researcher used parametric statistics. In parametric statistics, there were assumptions which must be fulfilled, there were normality and homogeneity test.

## **K. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

### **1. Normality test**

The normality test is to know whether the data in the experimental class and control class are normally distributed or not.<sup>16</sup> In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

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<sup>15</sup> *Ibid*, p.133

<sup>16</sup> Budiyono, *Statistika Untuk Penelitian*. (Surakarta: University Press. 2004), p.170



$H_0$ : The data have a normal distribution.

$H_a$ : The data have not a normal distribution.

While the criteria for acceptance or rejection of hypotheses for normality test were as follows:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2. Homogeneity Test

Homogeneity test used to know whether the data in experimental class and control class were homogeneous or not. Homogeneity is used to describe a set of data that has the same variance. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of the test.

The hypothesis is:

$H_0$ : the variances of the data is homogenous

$H_a$ : the variances of the data is not homogenous

While the criteria for acceptance or rejection of homogeneity test were as follows:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

### 3. Hypothetical Test

To investigate whether there is the influence of using story completion technique towards students' speaking ability the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) to compute independent sample Leneve's Test.

The hypothesis is:

H<sub>a</sub>: There is a significant influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

H<sub>0</sub>: There is no significant influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

The criteria of the test were as follows:

1. H<sub>a</sub> is accepted if  $\text{Sig.} < \alpha = 0.05$
2. H<sub>0</sub> is accepted if  $\text{Sig.} > \alpha = 0.05$

## CHAPTER IV

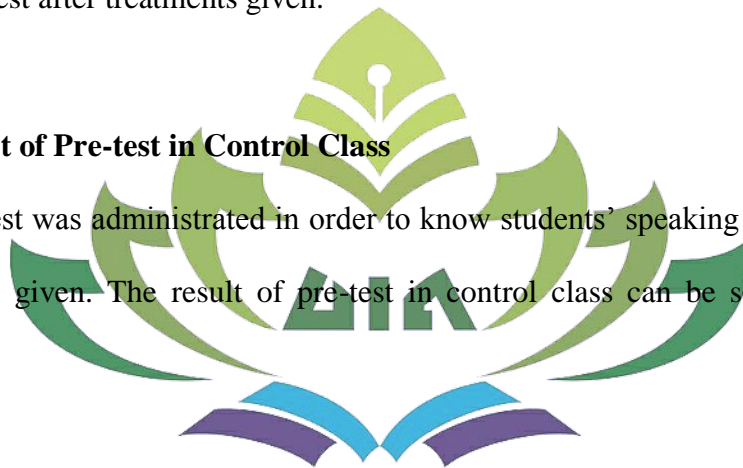
### RESULT AND DISCUSSION

#### A. Result of the Research

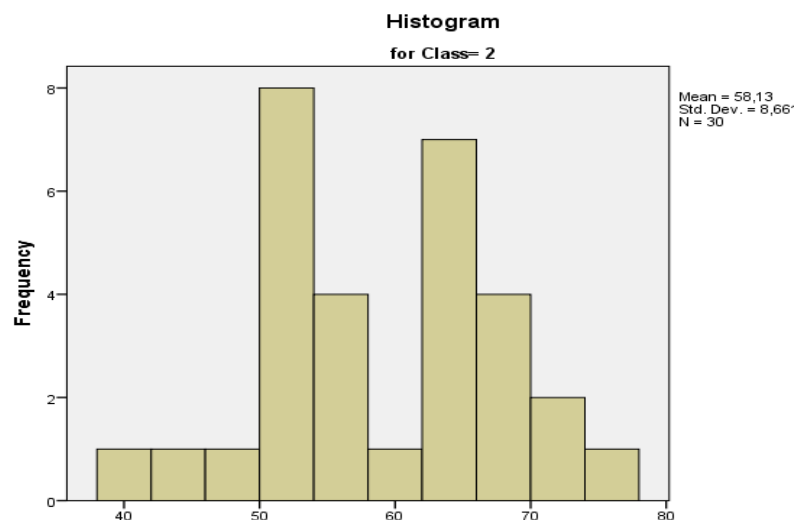
The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on october 9th, 2017. Meanwhile, post-test was held on october 23th, 2017. The researcher conducted pre-test before treatments given and post-test after treatments given.

##### 1. Result of Pre-test in Control Class

The pre-test was administrated in order to know students' speaking ability before the treatments given. The result of pre-test in control class can be seen in the figure below.



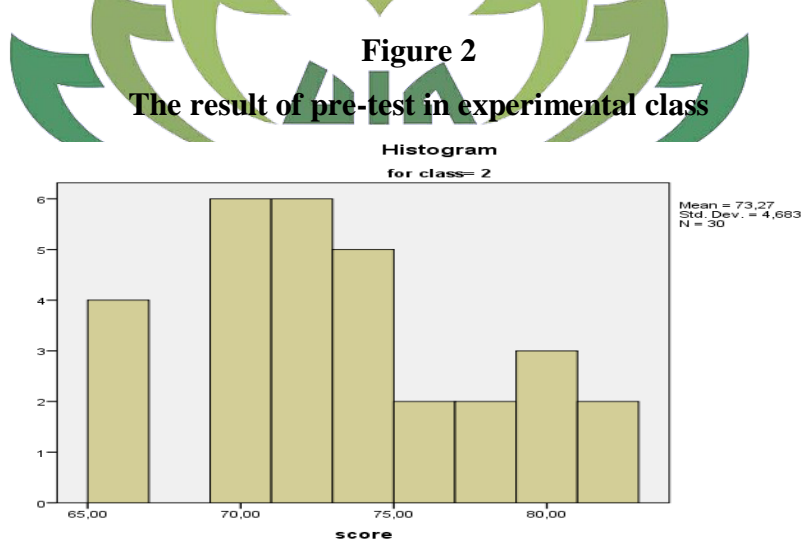
**Figure 1**  
**The result of Pre-test in Control class**



Based on figure 1 it could be seen that the mean of pre-test in control class is 58.13, the standard deviation was 8.661, N was 30. It showed students' speaking ability before they got treatments.

## 2. Result of pre-test in Experimental Class

The researcher also gave pre-test in experimental class to see students' speaking ability before they got treatments. The score of pre-test in experimental class was presented in figure 2.

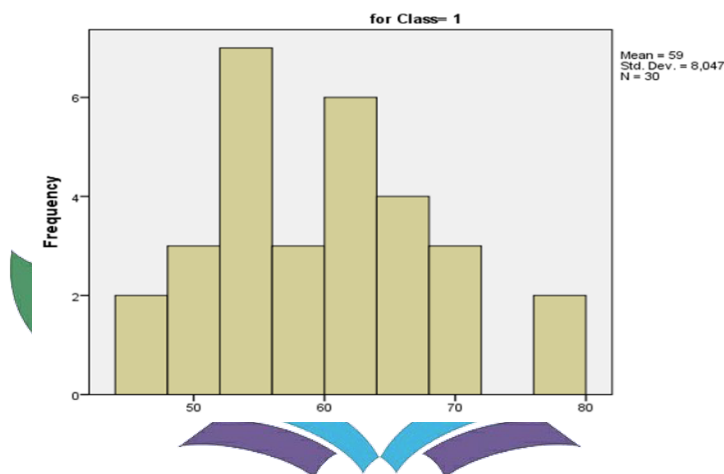


Based on figure 2, the mean of pre-test in experimental class is 59.00, the standard deviation was 8.047, N was 30. It showed students speaking ability before they got treatments.

### 3. Result of Post-test in Control Class

The post-test administrated in order to know students' speaking ability after the treatments given. The result of post-test in control class can be seen in figure 3 below:

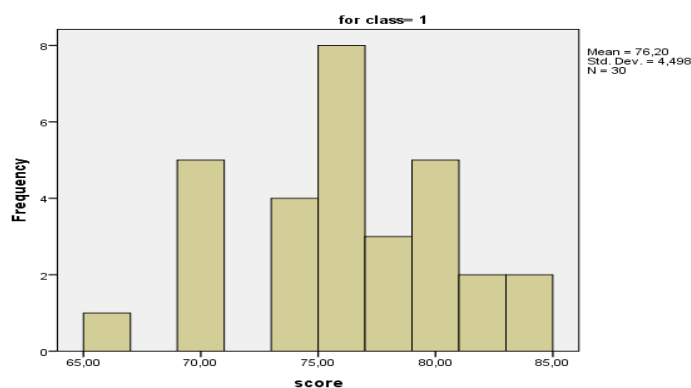
**Figure 3**  
**The result of post-test in control class**



Based on figure 3, the mean of post-test in control class is 73.27, the standard deviation was 4.683, N was 30. It showed students' speaking ability after they were taught with discussion technique as the treatment.

### 4. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' speaking ability after the treatments given. The scores of post-test in experimental class can be seen in figure 4 below:

**Figure 4****The result of post-test in experimental class**

Based on figure 4, the mean of post-test in experimental class is 76.20, the standard deviation was 4.498, N was 30. It showed students' speaking ability after they were taught with story completion technique as the treatment.

## **B. Result of data analysis**

### **1. Result of Reliability Test**

Based on the calculation, the result on the reliability in pre-test was 0.822 and the result of the reliability in post-test was 0.833. It means that the data was very high reliability.(see appendix 29).

### **2. Result of Normality Test**

The normality test is used to measure whether the data in experimental class and control class are normally distributed or not.

The hypothesis formulas are:

$H_0$  = the data has normal distribution



$H_a$  = the data do not have normal distribution

Criteria of acceptance are:

$H_0$  is accepted if  $\text{Sig (Pvalue)} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig (Pvalue)} < \alpha = 0.05$

**Table 4**  
**Normality of the Experimental and Control Class**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	,149	30	,088	,954	30	,214
Control	,140	30	,138	,939	30	,087

a. Lilliefors Significance Correction

Based on the table, it can be seen that P-value (Sig.) for control class was 0.138 and P-value (Sig.) for the experimental class was 0.088 because of Sig. (P-value) of experimental class and control class  $> \alpha 0.05$ . So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class normal distribution.

### 3. Result of Homogeneity Test

Homogeneity test is used to determine whether the obtained data from the sample homogeneous or not. The test of homogeneity employs Lillifors Significance Correction:

The hypothesis is:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

The criteria for the test follow:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 5**  
**The Result of Homogeneity Test**

Score			
Levene Statistic	df1	df2	Sig.
,189	1	58	,665

Based on the result obtained in the test of homogeneity of variance in the table, it could be seen that Sig. (P-value) was 0.665 >  $\alpha$  was 0.05. It demonstrated that  $H_0$  was accepted because of Sig. (P-value) >  $\alpha$  was 0.05. It means that the variance of the data was homogeneous. (see appendix)

#### **4. Result of Hypothesis Test**

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS ( Statistical Program for Social Science), Independent sample t-test.

The hypothesis formulas are:

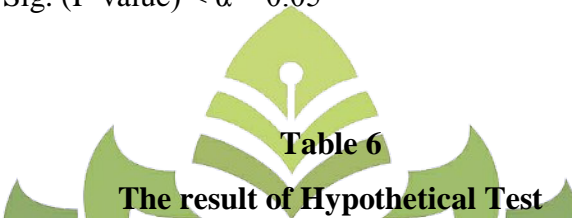
$H_a$ : There is a significant influence of using story completion technique towards students speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

Ho: There is no significant influence of using story completion technique towards students speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

The criteria for acceptance or rejection of the hypothesis for the hypothetical test were:

Ho is accepted is Sig. (P-value)  $> \alpha = 0.05$

Ha is accepted is Sig. (P-value)  $< \alpha = 0.05$

  
**Table 6**  
**The result of Hypothetical Test**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
sco	Equal variances assumed	,189	,665	2,474	58	,016	2,93333	1,18548	,56034	5,30633
re	Equal variances not assumed			2,474	57,907	,016	2,93333	1,18548	,56025	5,30641

Based on the result obtained in the independent sample t-test in table 7, the value of significant generated Sig. (P-value) was  $0.016 < \alpha$  was  $0.05$ . So, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was a

significant influence of using Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.

### C. Discussion

Based on the finding of the research, it was found that the students who were taught by using Story Completion have increased their speaking ability. It might happen due to students laziness in Story Completion the students were highly involved in speaking process, since they had to explore their speaking skill in daily life.

According to Kayi, Story Completion was told a story to the first student to the second student and so on ( see on page 26). While discussion technique done by groups ( see on page 29) it means that not all of the students were telling the story. So, in experimental class the students more active than control class.

The beginning of the research, the pre-test was conducted on october, 9th 2017 at 11.10 A.M for class VIII I as the control class and VIII G as experimental class at 12.50 A.M. The pre-test was administered to know the students' speaking ability before they were given treatments by the researcher. The result showed that the average score of control class was 58.13 and the average score in the experimental class was 59.00. The normality and homogeneity test showed that the data are homogeneous and normal.

In the first treatment on October 10th, 2017, the lesson was begun by praying together and greeting. Then checking attendance list. Stimulating the students by asking what are the experience that ever happen in the past. After stimulate by giving the question and the get the answer from the students, the lesson material about recount text. Then, shaping the students into 6 groups consist of five students in each groups. After the students finished make groups, the procedure of Story Completion was explained. After ensuring that students had been understood about Story Completion, the group was given one story. In this treatment, the researcher as the teacher started to tell a story in the beginning, but after a few sentences she stopped narrating. Then, each student started to narrate from the point where the previous one stopped. Each student is supposed to add from three to five sentences. After that, gave chance to the students to ask if they had difficulty. In this first treatment the students still felt shy and confused to start the dialogue and sometimes they just kept silent.

At the Second Treatment October, 12<sup>th</sup> 2017 In this session, it was better than the first treatment. Because the students did not look nervous anymore to do, they felt enjoyable. In the second treatment, the students were given treatment with same technique that was Story Completion technique, before giving Story Completion technique the researcher reviewed the material, then, she gave and explained about the purpose and the generic structure of recount text using Story Completion technique. nothing example. In this section the students was divided into some groups

like in the previous meeting. Then each group was given one story. Then the students complete the story like previous meeting too.

At the last treatment on October, 18<sup>th</sup> 2017, In the last treatment, there were many improvements in the students' speaking ability when they speak up. They looked enthusiastic in doing in the class. In the third treatment, the researcher gave to command the students for practice in front of the class. The students are more active to tell story about their experience using Story Completion technique, and then they practice in groups. They looked happy in teaching learning process.

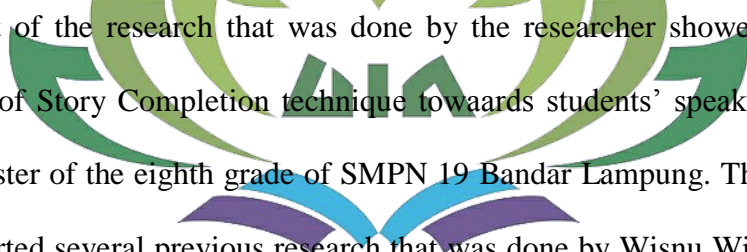
After conducting three meetings of treatment, the researcher gave post-test to the sample. The post-test was conducted on Monday, October 23<sup>th</sup> 2017 at 11.10 A.M for class VIII I as control class and at the 12.50 A.M for VIII G as the experimental class.

The average score of control class is 73.27 ( see appendix 22 ) and the average score in the experimental class is 76.20 (see appendix 26 ). Deviation standard is 4.498 median score is 76.36 and for mode, the score is 76, the variance is 20.234 ( see appendix 26). From the result shows that the students' post-test score in the experimental class is higher than students' post-test in control class.

Based on result of the research, it was found that the students who were taught by using Story Completion have increased their speaking ability. It was showed from the result of the pre-test and post-test. The result of the pre-test before Story Completion



was implemented. The speaking ability of the students was lower than after Story Completion was implemented. After getting the treatment and post-test were conducted, it was found that there were significant differences between experimental class and control class where the post-test score of the experimental class was higher than the post-test in control class. It can be seen from the average in pre-test score of control class was 58.13 and the average post-test was 73.27. while the average of pre-test score of experimental class was 59.00 and in the post-test was 76.20. It might be due to in Story Completion the students were highly involved in speaking process, since they had to make a recount text and explore their speaking ability in their life.



The result of the research that was done by the researcher showed that there was influence of Story Completion technique towards students' speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung. The research result has supported several previous research that was done by Wisnu Wijaya and Saputra that Story Completion had been successful to increase students' language skill of components. It means that this research has enriched the theory about Story Completion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After analyzing the data obtained from the test, it can be concluded that there is a significant influence of using Story Completion Technique towards students' speaking ability. The result shows that the students' post-test score in the experimental class is higher than students' post-test score in the control class. The calculation of the independent sample test, Sig. (P-value) is 0.016 and  $\alpha = 0.05$ . It means that Sig. (P-value)  $< \alpha = 0.05$ . In conclusion that  $H_0$  is rejected and  $H_a$  is accepted, there is a significant influence of using Story Completion technique towards students' speaking ability. It is also supported by the mean score of post-test in experimental class that was given taught by using Discussion technique and also by the number of the of Minimum Mastery in experimental class.

#### **B. Suggestion**

From the advantages of using Story Completion in teaching speaking English to the First semester of the eighth grade of SMPN 19 Bandar Lampung, the researcher would like to give some suggestions:

### **1. For the Teacher**

- a. Story Completion Technique as one of good technique of the teaching process is a good way to be applied in the first semester of the eighth grade of SMPN 19 Bandar Lampung to improve their ability in speaking.
- b. Story Completion Technique in teaching speaking is recommended for English teachers, especially for the junior high school teacher to attract the students' interest and solution in learning English.
- c. The teacher should make the students realize that the material would be given is important for their daily communication.

### **2. For the Students**

- a. The students should learn and be more active in speaking English in order to develop their ability in speaking English.
- b. The students should practice the language they had learned with their environment with their friends or teachers.
- c. The students should realize that the material they are learned is important for them.

### **3. For the School**

- a. The school should provide some more English Books to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice and improve their English competency.

#### **4. For the Next Researcher**

For the next researcher who wants to conduct a research, the researcher suggests:

- a. The next researcher should be well prepared before entering the classroom.
- b. Choose appropriate material while teaching in the classroom, so that the goal of teaching could be achieved.



## **Appendix 1**

### **Interview guideline for the teacher in preliminary research**

1. How long have you been teaching English?
2. Do you have difficulty to teach English?
3. Can you explain your experience in teaching English, especially in teaching speaking?
4. Do you have special methods, strategies, techniques in teaching?
5. Do you have problems in teaching speaking? What are they?
6. How is student' ability in speaking skill?
7. Do you ever use technique or method of teaching speaking?



## Appendix 2

### THE RESULT INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH AT SMPN 19 BANDAR LAMPUNG

#### Interview for the Teacher

NO	QUESTION	ANSWER	CONCLUSION
1	How long have you been teaching English?	I have been teaching English for two years.	Based on the preliminary research, the teacher is young teacher in that school
2	Do you have difficulty to teach English?	Yes, to teach English in this school is very difficult, because the students are lack vocabulary, so it makes the students do not feel confident.	The students need the motivation to awaken enthusiasm in study English.
3	Can you explain your experience in teaching English, especially in teaching speaking?	In this school, the students are shy to speak and they are afraid if I ask them to speak. So, it is difficult to teach them.	The teacher said that she hard to teach the students. Because most of his students shy to speak English.
4	Do you have special methods, strategies, techniques in teaching?	I do not have special strategy to teaching	The teacher did not have a special method of teaching.
5	Do you have problems in teaching speaking? What are they?	Yes, I have. The students not confidently because of the lack of vocabulary and lack of facilities learning.	Most students have problems in speaking because the students lack vocabulary and lack of facilities learning



6	How is student' ability in speaking skill?	Our students cant speak English well. So, the speaking ability is still low.	The student's ability in speaking skill is still low.
7	Do you ever use technique or method of teaching speaking?	Yes, I use discussion technique.	The teacher was ever technique in teaching learning process in the classroom.



### Appendix 3

#### THE RESULT OF THE INTERVIEW IN PRELIMINARY RESEARCH FROM STUDENTS AT SMPN 19 BANDAR LAMPUNG

No	Questions	Result
1	Apakah kamu suka pelajaran bahasa Inggris?	10 menjawab suka 20 menjawab tidak suka  Based on preliminary research, often students dislike English subject because English is difficult. They also said that they felt bored.
2	Bagaimana cara mengajar guru dikelas?	30 siswa menjawab ceramah dan tugas  Based on preliminary research, the english teacher just explain the material and give the task in learning teaching
3	Apakah anda mampu berkomunikasi lisan dengan baik menggunakan bahasa inggris?	15 siswa menjawab sering tidak mengerti artinya 10 siswa menjawab sulit berbicara menggunakan bahasa inggris 5 siswa menjawab tulisan bahasa inggris itu sulit dibaca  Often all the students said that they are cannot speak English well.
4	Hal apa yang kamu sukai dalam bahasa inggris ?	10 siswa menjawab belajar bahasa inggris menyenangkan 10 dari 30 siswa suka bahasa inggris karena menyenangkan  The students said that they rarely speak English in English class, they just speak English when opening and closing of the English subject.
5	Apakah anda mengalami kesulitan saat belajar speaking	15 siswa menjawab sulit karena kurangnya kosakata 15 siswa menjawab tidak berani berbicara bahasa inggris takut salah mengucapkannya  Based on preliminary research, the students have difficulties when learning English, because the situation of the teaching speaking so be monotonous so that the students are not to learning English especially in speaking.
6	Apakah cara mengajar yang digunakan guru	20 siswa menjawab kadang bosan, mereka ingin jika dalam belajar bahasa inggris menggunakan game

	membuat anda senang dalam belajar bahasa inggris?	10 siswa menjawab luangkan waktu untuk istirahat  Based on preliminary research, felt bored when they learning English because the teacher's way (teacher's technique in teaching English. Though most of the students said that like English subject
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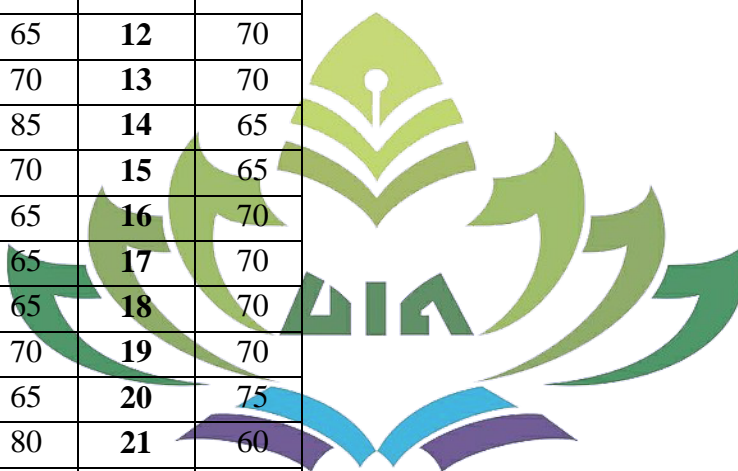
### Appendix 4

#### STUDENTS' SPEAKING SCORE CLASS VIII A – VIII L SMPN 19 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

CLASS VIII A		CLASS VIII B		CLASS VIII C		CLASS VIII D		CLASS VIII E	
No	Score	No	score	No	Score	No	Score	No	Score
1	65	1	55	1	60	1	70	1	65
2	68	2	59	2	60	2	75	2	70
3	80	3	60	3	70	3	80	3	70
4	68	4	75	4	65	4	68	4	60
5	70	5	70	5	70	5	70	5	60
6	67	6	60	6	68	6	65	6	65
7	67	7	65	7	75	7	70	7	75
8	68	8	65	8	74	8	70	8	65
9	69	9	60	9	65	9	70	9	65
10	71	10	70	10	60	10	70	10	65
11	65	11	70	11	68	11	75	11	75
12	68	12	75	12	70	12	70	12	60
13	69	13	62	13	65	13	67	13	60
14	69	14	75	14	60	14	75	14	75
15	70	15	60	15	70	15	65	15	75
16	65	16	60	16	65	16	60	16	70
17	72	17	75	17	75	17	70	17	60
18	68	18	62	18	68	18	75	18	65
19	70	19	62	19	74	19	75	19	70
20	68	20	80	20	68	20	75	20	70
21	75	21	75	21	70	21	80	21	85
22	68	22	70	22	65	22	85	22	70
23	65	23	62	23	67	23	60	23	70
24	73	24	63	24	68	24	75	24	70
25	68	25	50	25	70	25	70	25	65
26	68	26	60	26	65	26	75	26	65
27	69	27	75	27	70	27	75	27	65
28	68	28	75	28	67	28	80	28	70
29	75	29	65	29	65	29	80	29	60
30	69	30	75	30	75	30	70	30	70

CLASS VIII F		CLASS VIII G		CLASS VIII H		CLASS VIII I		CLASS VIII J	
No	Score	No	score	No	Score	No	Score	No	Score
1	75	1	75	1	60	1	65	1	65
2	75	2	80	2	60	2	70	2	60
3	75	3	75	3	85	3	70	3	65
4	70	4	75	4	70	4	60	4	75
5	80	5	80	5	80	5	60	5	60
6	60	6	85	6	65	6	65	6	65
7	80	7	80	7	70	7	85	7	60
8	85	8	70	8	70	8	65	8	80
9	75	9	85	9	70	9	65	9	85
10	65	10	75	10	70	10	65	10	75
11	70	11	70	11	65	11	75	11	70
12	65	12	70	12	60	12	60	12	70
13	70	13	70	13	60	13	60	13	70
14	85	14	70	14	60	14	75	14	80
15	70	15	65	15	65	15	75	15	60
16	65	16	65	16	60	16	70	16	65
17	75	17	70	17	70	17	60	17	70
18	65	18	70	18	65	18	65	18	70
19	70	19	70	19	65	19	70	19	80
20	65	20	75	20	65	20	70	20	75
21	80	21	80	21	70	21	85	21	60
22	70	22	80	22	65	22	70	22	80
23	60	23	85	23	60	23	70	23	65
24	70	24	80	24	80	24	70	24	70
25	75	25	70	25	70	25	65	25	70
26	65	26	70	26	65	26	65	26	70
27	85	27	75	27	65	27	65	27	65
28	70	28	80	28	60	28	70	28	60
29	65	29	80	29	70	29	60	29	80
30	75	30	70	30	80	30	65	30	70

CLASS VIII K		CLASS VIII L	
No	Score	No	score
1	65	1	60
2	65	2	60
3	65	3	65
4	60	4	70
5	60	5	75
6	60	6	70
7	60	7	65
8	70	8	60
9	75	9	70
10	65	10	75
11	70	11	70
12	65	12	70
13	70	13	70
14	85	14	65
15	70	15	65
16	65	16	70
17	65	17	70
18	65	18	70
19	70	19	70
20	65	20	75
21	80	21	60
22	60	22	65
23	60	23	65
24	70	24	70
25	65	25	70
26	65	26	70
27	85	27	65
28	70	28	60
29	65	29	70
30	70	30	80





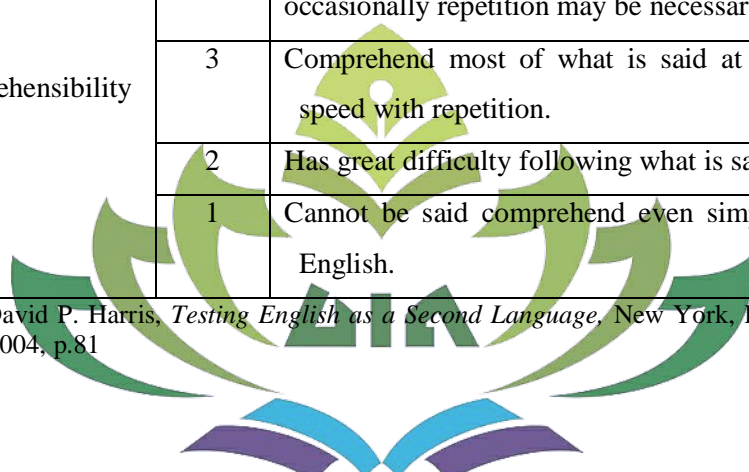
## Appendix 5

### Tables of Specification of Speaking Test

Aspects	Score	Qualifications
Pronunciation	5	If speech is fluent and effortless as that of a native speaker.
	4	Denote that if it is always intelligible though one is conscious of a definite accent.
	3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to repeat.
	1	Shows that pronunciation problem so serves as to make conversation unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Make frequent errors of grammar or order, which obscure meaning.
	2	Grammar and word order make comprehension difficult must often rephrase sentence and/or restrict him to the
	1	Errors in grammar and word order to reserve as to make speech virtually unintelligible.
Vocabulary	5	The use of vocabulary and idiom virtually that is of native speaker.
	4	Indicates that sometimes a student uses inappropriate terms and or must rephrase ideas because of inadequate vocabulary.
	3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Denotes that utilizing of the word and very limited vocabulary make conversation quite difficult.
	1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.
	5	If that speech is fluent and effortless as that native speaker.

Fluency	4	Refers to speech speed rather strongly affected by language problem.
	3	Refers to that speed and fluency are rather strongly affected by language problem.
	2	Means that a student usually doubts and often forced into silence by language problem.
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehensibility	5	Appear to comprehend everything without difficulty.
	4	Comprehend nearly everything at normal speed although occasionally repetition may be necessary.
	3	Comprehend most of what is said at lower than normal speed with repetition.
	2	Has great difficulty following what is said.
	1	Cannot be said comprehend even simple conversation in English.

Source: David P. Harris, *Testing English as a Second Language*, New York, Rev. Ed. Mc.Graw-Hill, Inc., 2004, p.81



## Appendix 6

### Form of Construct Validity

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Penelaah : Diswatiningsih S.Pd

Petunjuk pengisian format penelaah butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format.

- a. Berilah tanda cek ( ✓ ) pada kolom “ ya “ bila soal yang ditelaah sesuai dengan kriteria.
- b. Berilah tanda cek ( ✓ ) pada kolom “ tidak “ bila soal yang di telaah tidak sesuai dengan kriteria, kemudian tuliskan pada ruang catatan atau pada teks soal dan perbaikannya.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas 8 di semester I ?			
2	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkatan kelas?			
3	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
4	Apakah instruksi mudah dipahami siswa?			
5	Apakah instruksi sudah sesuai dengan kisi-kisi?			

Catatan:

Bandar Lampung, 2017  
Validator

Diswatiningsih, S.Pd

## Appendix 7

### READABILITY OF THE SPEAKING TEST

**Name:**

**Class:**

Based on the instrument of recount speaking test, please answer the following question.

No	Question	Yes	No	Scale (1-10)*	Comment
1	Apakah anda paham dengan petunjuk (instruction) no 1?				
2	Apakah anda paham dengan petunjuk (instruction) no 2?				
3	Apakah anda paham dengan petunjuk (instruction) no 3?				
4	Apakah anda paham dengan perintah (direction) no 1?				
5	Apakah anda paham dengan perintah (direction) no 2?				
6	Apakah anda paham dengan petunjuk (direction) no 3?				

- 1 describes an item that easy to read and 10 describes an item that is difficult to read

## Appendix 8

### THE INSTRUMENT OF PRE-TEST

Instruction:

1. Make a monolog of recount text based on the topic
2. Perform the monolog text in front of the class individually.
3. Present the monolog text by choosing one of the topics given below.



No	Topics
1	Vacation
2	Bad Experience
3	Going camping

Direction:


1. Each student perform the monolog text in front of the class.
2. Each students should practice the story orally about the taken topic.
3. Each student given time 2 minutes to present their speak.

## Appendix 9

### THE INSTRUMENT OF POST-TEST

Instruction:

1. Make a monolog of recount text based on the topic
2. Perform the monolog text in front of the class individually.
3. Present the monolog text by choosing one of the topics given below.



No	Topics
1	Travelling
2	Horrible Experience
3	Holiday

Direction:

1. Each student perform the monolog text in front of the class.
2. Each students should practice the story orally about the taken topic.
3. Each student given time 2 minutes to present their speak.

## Appendix 10

### The students' Script of Pre-test in Control Class

Student: 1

Name: Amanda Puteri Rahayu

Class: VIII.I

#### My very busy day

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30. After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	52
2x4	3x4	2x4	3x4	3x4	3x4	2x4	3x4	3x4	3x4	48	56	



Student: 2

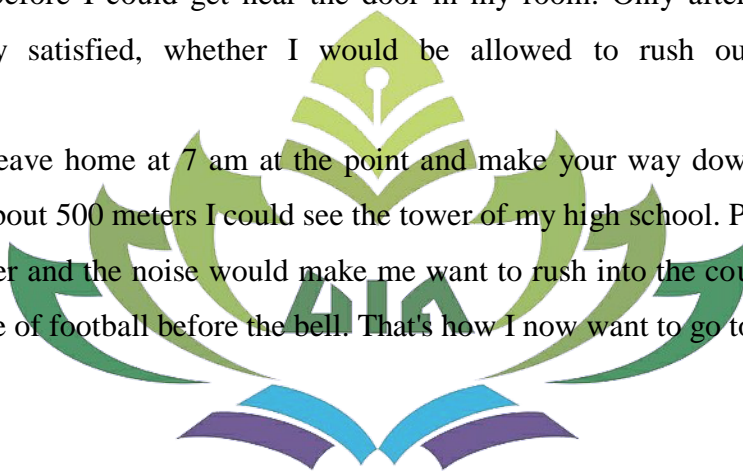
Name: Amara Septiani Putri

Class: VIII.I

Morning, I go to school

My mom got me ready for school and then I had to wait for him to brush my hair and put each piece in just the perfect position. I had to show her my shoes that I had cleaned the night before by me and my school bag should be neatly placed on my shoulder before I could get near the door in my room. Only after my mother was completely satisfied, whether I would be allowed to rush out of my house.

I would leave home at 7 am at the point and make your way down the path. After walking about 500 meters I could see the tower of my high school. Play will be full in the summer and the noise would make me want to rush into the courtyard and into a good game of football before the bell. That's how I now want to go to school.



Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	64
3x4	4x4	4x4	3x4	4x4	3x4	2x4	3x4	3x4	3x4	64	64	

## Appendix 11

### The students' Script of Pre-Test in Experimental Class

Student: 1

Name: Safhira Ayu Nindia

Class: VIII.G

#### My bad day on sunday

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	60
4x4	3x4	3x4	3x4	3x4	2x4	3x4	3x4	3x4	3x4	64	56	

Student: 2

Name: Adelia Yolanda

Class: VIII.G

### Going camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. On Monday, we packed our bags and got ready to go home.



Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	60
3x4	3x4	3x4	2x4	3x4	4x4	3x4	3x4	3x4	3x4	60	60	

## Appendix 12

### The students' Script of Post-Test in Control Class

Student:1

Name: Asih Nugraheni

Class: VIII.I

Travel on the plane for the first time

When I was young, I did not really like traveling. I preferred playing games on the computer. I never traveled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at the time. After that trip, I like traveling. I also traveled to Korea, France, Germany, Switzerland, Italy, an Austria.

Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	72
4x4	4x4	3x4	3x4	3x4	3x4	4x4	4x4	4x4	4x4	72	72	

Student: 2

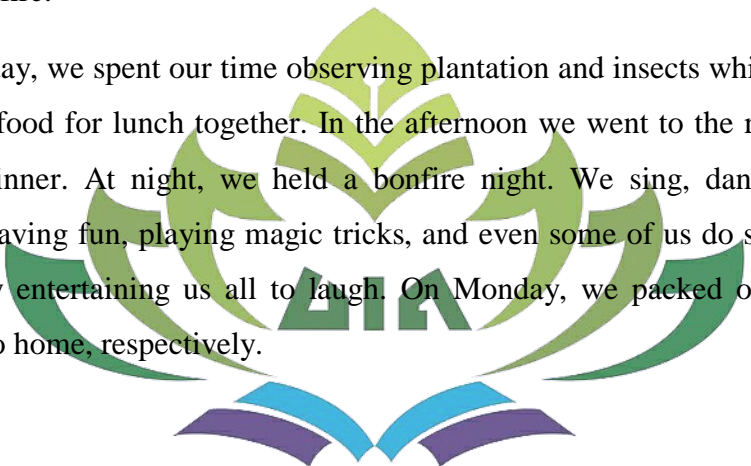
Name: Daffa Rizki Ananda

Class: VIII.I

### Camping at Mount Ciremai

Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire.

The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and catch a fish for dinner. At night, we held a bonfire night. We sing, dance, read poetry, comedy, having fun, playing magic tricks, and even some of us do stand up comedy and highly entertaining us all to laugh. On Monday, we packed our bags and got ready to go home, respectively.



Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	72
3x4	3x4	4x4	3x4	4x4	4x4	3x4	3x4	4x4	4x4	72	72	

### Appendix 13

#### The students' Script of Post-Test In Experimental Class

Student: 1

Name: Annisa Amalia

Class: VIII.G

#### My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	84
4x4	4x4	5x4	4x4	5x4	4x4	4x4	4x4	4x4	4x4	88	80	

Student: 2

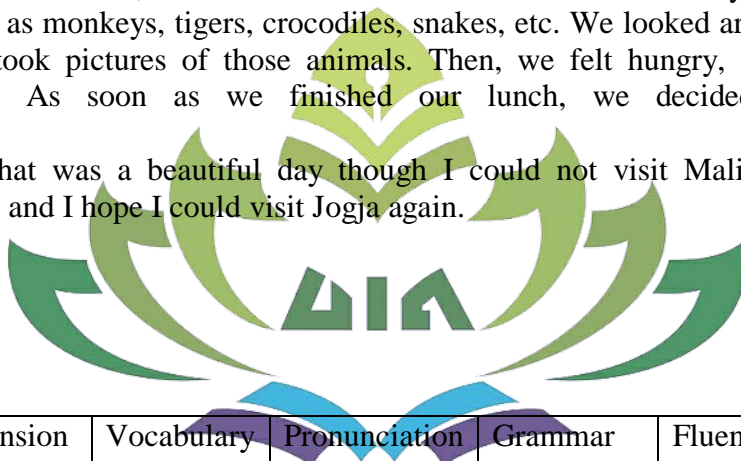
Name: Diani Alisa Putri

Class: G

### A beautiful day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.



Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	82
4x4	5x4	4x4	4x4	4x4	4x4	4x4	3x4	5x4	4x4	84	80	



**Appendix 14**  
**List of the Sample of the Research**

<b>CONTROL CLASS</b>				<b>EXPERIMENTAL CLASS</b>			
<b>No</b>	<b>Students' Name</b>	<b>Gender</b>	<b>Code</b>	<b>No</b>	<b>Student's name</b>	<b>Gender</b>	<b>Code</b>
1	Ahmad Ridho Musthofa	M	C1	1	Adelia Yolanda	F	E1
2	Alfan Ahmadi	M	C2	2	Ahmad Azhari	M	E2
3	Amanda Putri Rahayu	F	C3	3	Alda Orlenza	F	E3
4	Amara Septiana Putri	F	C4	4	Ali Marwah	M	E4
5	Apriya Kharisma Dewi	F	C5	5	Amanda Rizki Nabila	F	E5
6	Arihani Pratami Junanda	F	C6	6	Amelia Putri	F	E6
7	Asep Al Fariz	M	C7	7	Andi Ramanata	M	E7
8	Asih Nugraheni	F	C8	8	Andyka Saputra	M	E8
9	Atma Wijaya	M	C9	9	Annisa Amalia	F	E9
10	Aura Dwieka Ramadhan	F	C10	10	Bagas Tri Atmojo	M	E10
11	Daffa Rizky Ananda	M	C11	11	Bagus Dwi Prayoga	M	E11
12	Dewi Anggraini	F	C12	12	Desi Fitriana	F	E12
13	Dimas Adytia Pratama	M	C13	13	Devani Ayu R.	F	E13
14	Duta Ardan	M	C14	14	Dewi Sagita Sari	F	E14
15	Eva Indriani	F	C15	15	Diani Alisa Putri	F	E15
16	Fajar Permadi	M	C16	16	Dimas Gilang K.	M	E16
17	Farizizaky Fatullah	M	C17	17	Dimaz Ramadhan	M	E17
18	Januar Dimas Prayoga	M	C18	18	Hanie Novitha Sari E.	F	E18
19	Lulu Dewi Septika	F	C19	19	M. Albar	M	E19
20	M. Raffi Hakikal	M	C20	20	M. Daus Erlangga	M	E20
21	M. Reza Pahlevi	M	C21	21	M. Renaldi Kenza S.	M	E21
22	Mira Anita	F	C22	22	Marsya Gema N.	M	E22
23	Mutiara	F	C23	23	Muhammad Al Qais	M	E23
24	Nur'aini	F	C24	24	Nur Elia Tita	F	E24
25	Putra Ramadhani	M	C25	25	Pandu Dwi Cahya	M	E25
26	Qisti Farhani Azizi	F	C26	26	Putri Nur Laila Lubis	F	E26
27	Rafly Al Fariz	M	C27	27	Ramadan Saputra	M	E27
28	Reka Ayu Lestari	F	C28	28	Ria Rossanty Herdaniar	F	E28
29	Riyan Abdullah Faisal	M	C29	29	Safhira Ayu Nindhia	F	E29
30	Siti Nurhalizah	F	C30	30	Salsabila Nurhaliza	F	E30

## Appendix 15

SCORE POST TEST IN EXPERIMENTAL CLASS														
NO	Ss' code	Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	4	4	5	4	5	4	4	4	4	4	88	80	84
2	E-2	4	5	4	4	4	4	4	3	5	4	84	80	82
3	E-3	4	3	4	3	5	3	4	5	4	5	84	76	80
4	E-4	4	4	3	3	3	3	4	4	3	4	68	72	70
5	E-5	4	3	3	4	4	3	4	4	4	4	76	72	74
6	E-6	4	4	4	4	4	4	4	4	3	3	76	76	76
7	E-7	3	4	4	4	4	4	4	4	3	4	72	80	76
8	E-8	3	3	4	4	4	4	4	3	4	5	76	76	76
9	E-9	4	3	3	4	4	4	4	3	4	4	76	72	74
10	E-10	3	3	3	4	3	4	3	4	3	3	60	72	66
11	E-11	4	3	3	4	4	4	5	4	5	4	84	76	80
12	E-12	4	5	4	3	4	4	4	4	4	4	80	80	80
13	E-13	3	4	3	4	3	4	4	3	3	4	64	76	70
14	E-14	4	4	3	3	3	4	3	4	4	3	68	72	70
15	E-15	3	4	4	4	4	4	4	4	4	4	76	80	78
16	E-16	4	4	4	3	3	4	3	3	4	3	72	68	70
17	E-17	3	5	5	4	4	3	3	4	4	5	76	84	80
18	E-18	4	3	4	4	4	4	3	4	3	4	72	76	74
19	E-19	5	4	4	4	4	4	4	4	4	5	84	84	84
20	E-20	4	5	4	4	3	4	3	3	4	4	72	80	76
21	E-21	4	4	3	3	4	4	3	4	5	4	76	76	76
22	E-22	4	3	5	4	5	4	3	3	4	4	84	72	78
23	E-23	4	4	3	5	4	4	4	4	3	4	72	84	78
24	E-24	3	4	5	4	4	4	4	3	4	5	80	80	80
25	E-25	4	4	4	3	3	3	3	4	4	3	72	68	70
26	E-26	4	3	4	3	4	5	4	4	3	4	76	76	76
27	E-27	4	4	4	3	4	3	4	4	4	4	80	72	76
28	E-28	4	4	5	4	4	4	4	5	4	4	84	84	76
29	E-29	3	4	3	4	4	4	4	5	4	4	72	84	74
30	E-30	4	4	3	4	3	4	5	5	4	5	76	88	82

## Appendix 16

SCORE PRE EXPERIMENTAL CLASS														
NO	Ss' code	Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		SCORE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	E-1	4	3	3	3	3	2	3	3	3	3	64	56	60
2	E-2	3	3	3	2	3	4	3	3	3	3	60	60	60
3	E-3	3	2	3	3	3	3	4	3	3	4	64	60	62
4	E-4	3	3	3	4	3	4	3	3	4	3	64	68	66
5	E-5	2	2	3	3	3	2	3	3	3	3	56	52	54
6	E-6	2	2	3	1	3	3	3	3	4	3	60	48	54
7	E-7	3	3	2	3	2	3	3	3	3	3	52	60	56
8	E-8	1	2	3	2	3	2	3	3	3	3	52	48	50
9	E-9	3	2	3	4	4	3	4	4	3	3	68	64	66
10	E-10	2	3	2	3	3	3	3	3	2	3	48	60	54
11	E-11	3	3	2	3	2	2	2	3	3	3	48	56	52
12	E-12	3	3	4	3	4	3	3	4	3	4	68	68	68
13	E-13	3	3	3	4	4	3	3	4	3	4	64	72	68
14	E-14	3	3	2	2	2	2	3	2	3	3	52	48	50
15	E-15	2	1	2	3	2	3	3	3	3	3	48	52	50
16	E-16	3	3	2	2	3	3	2	3	3	3	52	56	54
17	E-17	3	3	3	4	4	4	4	3	3	3	68	68	68
18	E-18	2	1	3	2	3	2	2	3	3	2	52	40	46
19	E-19	3	2	3	2	3	1	2	2	2	3	52	40	46
20	E-20	3	3	3	3	3	3	3	3	3	3	60	60	60
21	E-21	4	3	4	4	4	3	4	4	4	4	80	72	76
22	E-22	3	3	2	3	2	3	2	4	3	4	48	68	58
23	E-23	3	3	3	3	3	3	3	3	3	3	60	60	60
24	E-24	3	3	3	3	3	4	3	3	3	4	60	68	64
25	E-25	4	3	3	3	4	3	3	3	4	3	72	60	66
26	E-26	3	4	4	4	4	4	4	4	4	4	76	80	78
27	E-27	2	3	2	2	3	3	4	3	3	3	56	56	56
28	E-28	2	3	3	4	3	3	3	3	3	3	56	64	60
29	E-29	3	3	3	3	3	2	2	3	3	2	56	52	54
30	E-30	3	2	3	3	2	3	3	3	2	3	52	56	54

## Appendix 17

SCORE POST TEST IN CONTROL CLASS														
NO	Ss' code	Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		TOTAL		Score
												R1	R2	
1	C-1	4	4	3	3	3	3	4	4	4	4	72	72	72
2	C-2	3	3	4	3	4	4	3	4	4	4	72	72	72
3	C-3	4	4	4	3	4	3	4	3	4	4	80	68	72
4	C-4	4	5	4	4	3	4	4	4	4	4	76	84	78
5	C-5	4	3	3	4	4	3	3	4	3	4	68	72	70
6	C-6	3	3	3	3	3	3	3	4	4	4	64	68	66
7	C-7	3	4	3	4	3	4	4	4	5	4	72	80	72
8	C-8	4	3	4	3	3	3	3	4	4	4	72	68	70
9	C-9	4	4	4	4	4	4	4	4	5	4	84	80	82
10	C-10	3	3	4	4	4	5	4	5	4	5	76	88	82
11	C-11	4	3	5	4	4	3	4	4	3	3	80	68	74
12	C-12	3	4	4	4	3	4	4	3	4	4	72	76	74
13	C-13	3	3	3	3	3	3	4	3	4	4	68	64	66
14	C-14	3	4	4	4	4	4	5	4	4	4	80	80	80
15	C-15	4	3	4	4	4	3	3	4	3	3	72	68	70
16	C-16	3	4	3	4	3	3	4	4	4	3	68	72	70
17	C-17	3	4	4	4	5	4	4	4	5	4	84	80	78
18	C-18	3	3	4	3	4	4	4	4	5	4	80	72	76
19	C-19	3	3	4	3	3	4	3	4	4	4	68	72	70
20	C-20	3	3	4	4	4	3	3	3	3	3	68	64	66
21	C-21	4	3	3	4	4	4	3	4	4	4	72	76	74
22	C-22	3	3	4	3	4	4	4	4	4	4	76	72	74
23	C-23	3	4	5	4	5	3	4	4	4	4	84	76	80
24	C-24	3	4	3	4	3	4	4	4	4	5	68	84	76
25	C-25	3	4	4	3	3	3	3	4	4	4	68	72	70
26	C-26	4	3	4	3	3	3	3	4	5	4	76	68	72
27	C-27	3	3	3	3	3	4	4	3	4	3	68	64	66
28	C-28	3	4	3	3	4	5	4	4	5	5	76	84	80
29	C-29	3	4	3	4	4	4	3	4	4	4	68	80	72
30	C-30	4	3	4	3	3	4	4	4	4	5	76	76	74

## Appendix 18

SCORE PRE TEST IN CONTROL CLASS														
No	Ss' Code	Comprehension		Vocabulary		Pronunciation		Grammar		Fluency		Total		Mean
												R1	R2	
1	C-1	2	3	3	2	2	3	2	3	3	3	48	56	52
2	C-2	3	4	4	3	4	3	2	3	3	3	64	64	64
3	C-3	2	3	3	3	3	4	3	4	3	4	56	72	64
4	C-4	3	2	3	2	2	1	2	1	2	2	48	32	40
5	C-5	3	3	3	2	3	3	3	2	2	2	56	48	52
6	C-6	3	3	4	4	3	4	3	4	3	3	64	72	68
7	C-7	4	3	3	2	3	3	2	3	3	3	60	56	58
8	C-8	3	3	4	3	3	3	3	3	3	3	64	60	62
9	C-9	4	3	4	3	4	4	3	4	3	3	72	68	70
10	C-10	3	3	3	3	4	4	3	3	2	3	60	64	62
11	C-11	2	2	1	3	3	3	3	3	3	3	48	56	52
12	C-12	3	3	3	3	3	3	4	3	3	4	64	64	64
13	C-13	1	3	2	4	3	3	3	4	3	3	48	68	58
14	C-14	2	2	3	2	2	3	3	3	4	4	56	56	56
15	C-15	3	2	2	2	3	3	3	3	3	3	56	52	54
16	C-16	3	2	3	1	2	2	3	3	3	3	56	44	50
17	C-17	3	3	2	2	2	2	2	3	3	3	48	52	50
18	C-18	3	2	3	2	3	2	2	3	3	2	56	44	50
19	C-19	3	4	4	3	3	3	3	3	3	3	64	64	64
20	C-20	3	3	4	4	4	4	3	4	3	3	68	72	70
21	C-21	3	3	4	3	3	3	4	3	4	4	72	64	68
22	C-22	2	3	3	4	3	4	4	3	4	3	64	68	66
23	C-23	3	2	2	2	2	2	2	3	2	2	44	44	44
24	C-24	3	1	3	3	3	2	2	2	2	2	52	40	46
25	C-25	4	4	4	4	4	3	3	4	3	4	72	76	74
26	C-26	4	3	3	4	4	3	3	3	3	3	68	64	66
27	C-27	2	1	2	4	3	4	3	3	3	3	52	60	56
28	C-28	3	4	3	3	4	3	3	3	3	3	64	64	64
29	C-29	3	2	2	1	3	3	3	3	3	3	56	48	52
30	C-30	2	2	2	2	2	2	3	4	3	3	48	52	50

## Appendix 19

## THE RESULT OF READIBILITY TEST

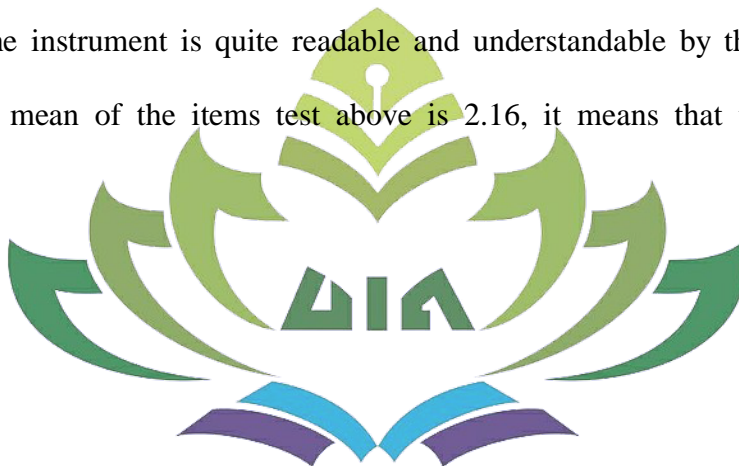
No	Student's name	Question and Scale					Total	mean
		1	2	3	4	5		
1	Adelia Yolanda	1	2	2	3	4	12	2,4
2	Ahmad Azhari	1	1	4	2	5	13	2,6
3	Alda Orlenza	2	1	1	2	3	9	1,8
4	Ali Marwah	2	1	1	4	4	12	2,4
5	Amanda Rizki Nabila	1	1	3	2	3	10	2
6	Amelia Putri	1	1	2	3	4	11	2,2
7	Andi Ramanata	3	1	1	1	4	10	2
8	Andyka Saputra	1	3	2	1	5	12	2,4
9	Annisa Amalia	2	1	1	1	3	8	1,6
10	Bagas Tri Atmojo	1	3	1	1	3	9	1,8
11	Bagus Dwi Prayoga	1	2	3	1	1	8	1,6
12	Desi Fitriana	3	1	2	1	4	11	2,2
13	Devani Ayu R.	1	4	1	2	1	9	1,8
14	Dewi Sagita Sari	2	1	4	1	2	10	2
15	Diani Alisa Putri	1	2	1	2	1	7	1,4
16	Dimas Gilang K.	4	1	3	3	2	13	2,6
17	Dimaz Ramadhan	3	1	4	3	3	14	2,8
18	Hanie Novitha Sari E.	1	1	2	3	1	8	1,6
19	M. Albar	1	4	4	3	2	14	2,8
20	M. Daus Erlangga	3	1	5	1	4	14	2,8
21	M. Renaldi Kenza S.	1	4	5	2	1	13	2,6
22	Marsya Gema Nusantara	2	1	3	2	4	12	2,4
23	Muhammad Al Qais	2	3	4	4	1	14	2,8
24	Nur Elia Tita	1	1	2	3	4	11	2,2
25	Pandu Dwi Cahya	2	1	1	2	1	7	1,4
26	Putri Nur Laila Lubis	1	4	1	4	2	12	2,4
27	Ramadan Saputra	1	3	1	3	2	10	2
28	Ria Rossanty Herdaniar	3	2	2	1	2	10	2
29	Safhira Ayu Nindhia	2	2	2	3	1	10	2
30	salsabila nur halizah	2	3	3	2	1	11	2,2
<b>Total Mean</b>								<b>64,8</b>
<b>Mean</b>								<b>64,8/30=2,16</b>

Notes:

### Question Test

1. Apakah anda paham dengan petunjuk (instruction) no 1?
2. Apakah anda paham dengan petunjuk (instruction) no 2?
3. Apakah anda paham dengan petunjuk (instruction) no 3?
4. Apakah anda paham dengan perintah (direction) no 1?
5. Apakah anda paham dengan perintah (direction) no 2?
6. Apakah anda paham dengan petunjuk (direction) no 3?

Based on the finding of Kouame's research, if the mean of all items of the instrument test has mean under 4.43, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items test above is 2.16, it means that the instrument is readable.





## Appendix 20

### The Result of the Pre-test Control Class

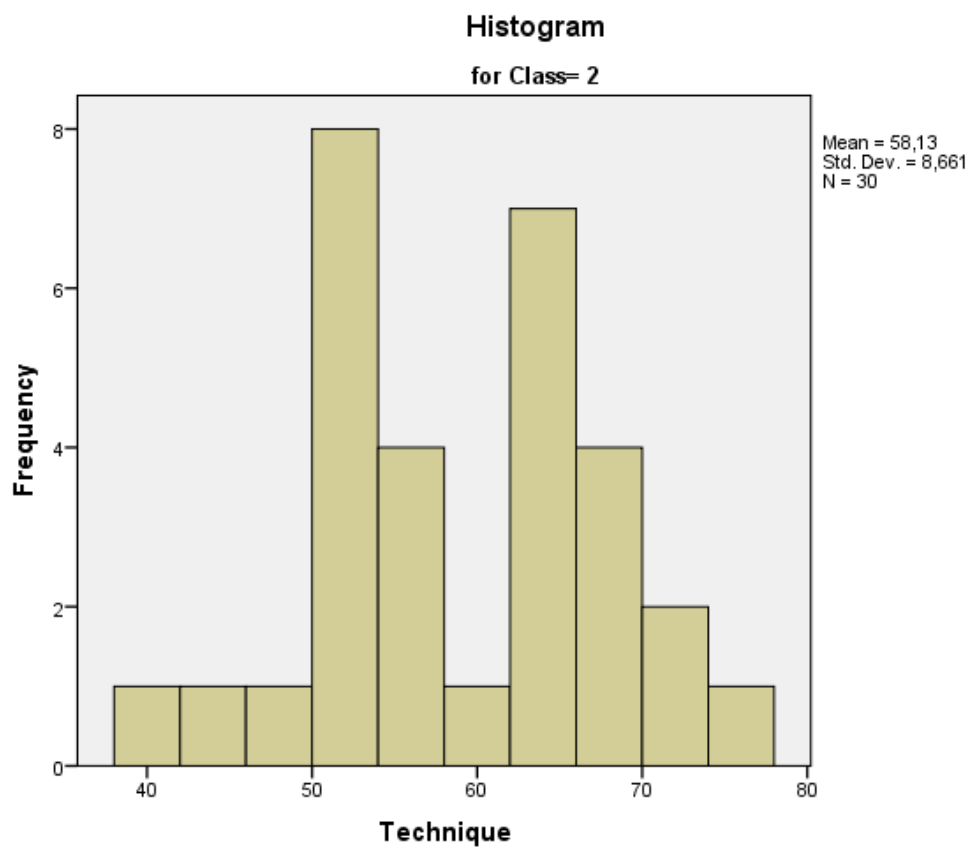
		Statistics	
		Technique	Class
N	Valid	30	30
	Missing	32	32
Mean		58,20	2,00
Std. Error of Mean		1,580	,000
Median		58,00 <sup>a</sup>	. <sup>a</sup>
Mode		64	2
Std. Deviation		8,652	,000
Variance		74,855	,000
Skewness		-,161	
Std. Error of Skewness		,427	,427
Kurtosis		-,840	
Std. Error of Kurtosis		,833	,833
Range		34	0
Minimum		40	2
Maximum		74	2
Sum		1746	60
Percentiles	25	51,25 <sup>b</sup>	. <sup>b</sup>
	50	58,00	.
	75	65,14	.

a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

		Technique			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	1,6	3,3	3,3
	44	1	1,6	3,3	6,7
	46	1	1,6	3,3	10,0
	50	4	6,5	13,3	23,3
	52	4	6,5	13,3	36,7
	54	1	1,6	3,3	40,0
	56	2	3,2	6,7	46,7
	58	2	3,2	6,7	53,3
	62	2	3,2	6,7	60,0
	64	5	8,1	16,7	76,7
	66	2	3,2	6,7	83,3
	68	2	3,2	6,7	90,0
	70	2	3,2	6,7	96,7
	74	1	1,6	3,3	100,0
	Total	30	48,4	100,0	
Missing	System	32	51,6		
Total		62	100,0		

**Appendix 21**  
**Histogram Pre-test of Control Class**



**Appendix 22**  
**The Result of the Post-Test Control Class**

Statistics			
		Technique	Class
N	Valid	30	30
	Missing	32	32
Mean		73,27	2,00
Std. Error of Mean		,855	,000
Median		72,73 <sup>a</sup>	. <sup>a</sup>
Mode		70 <sup>b</sup>	2
Std. Deviation		4,683	,000
Variance		21,926	,000
Skewness		,269	
Std. Error of Skewness		,427	,427
Kurtosis		-,622	
Std. Error of Kurtosis		,833	,833
Range		16	0
Minimum		66	2
Maximum		82	2
Sum		2198	60
Percentiles	25	70,17 <sup>c</sup>	. <sup>c</sup>
	50	72,73	.
	75	76,50	.

a. Calculated from grouped data.

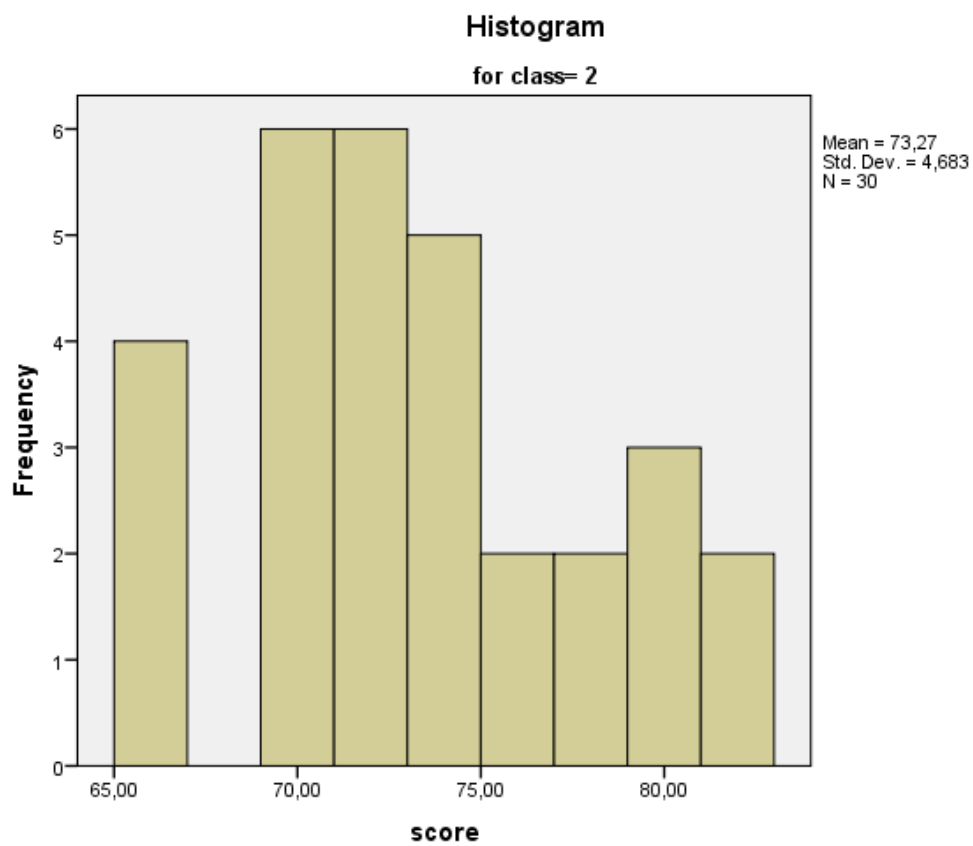
**Technique**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	4	6,5	13,3	13,3
	70	6	9,7	20,0	33,3
	72	6	9,7	20,0	53,3
	74	5	8,1	16,7	70,0
	76	2	3,2	6,7	76,7
	78	2	3,2	6,7	83,3
	80	3	4,8	10,0	93,3
	82	2	3,2	6,7	100,0
	Total	30	48,4	100,0	
Missing	System	32	51,6		
Total		62	100,0		



## Appendix 23

### Histogram Post-test Control Class



## Appendix 24

### The result of The Pre-Test Experimental Class

		Statistics	
		Technique	Class
N	Valid	30	30
	Missing	32	32
Mean		59,00	1,00
Std. Error of Mean		1,469	,000
Median		58,33 <sup>a</sup>	. <sup>a</sup>
Mode		54	1
Std. Deviation		8,047	,000
Variance		64,759	,000
Skewness		,526	
Std. Error of Skewness		,427	,427
Kurtosis		-,054	
Std. Error of Kurtosis		,833	,833
Range		32	0
Minimum		46	1
Maximum		78	1
Sum		1770	30
Percentiles	25	53,14 <sup>b</sup>	. <sup>b</sup>
	50	58,33	.
	75	65,00	.

a. Calculated from grouped data.

b. Percentiles are calculated from grouped data.

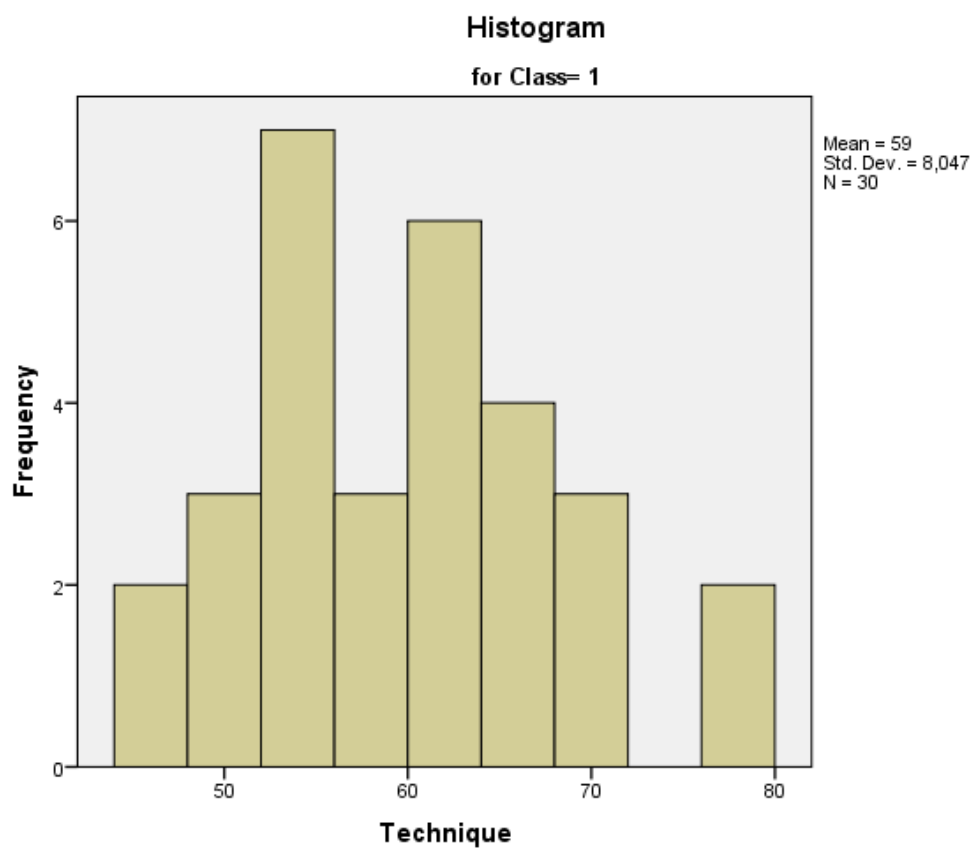


**Technique**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	2	3,2	6,7	6,7
	50	3	4,8	10,0	16,7
	52	1	1,6	3,3	20,0
	54	6	9,7	20,0	40,0
	56	2	3,2	6,7	46,7
	58	1	1,6	3,3	50,0
	60	5	8,1	16,7	66,7
	62	1	1,6	3,3	70,0
	64	1	1,6	3,3	73,3
	66	3	4,8	10,0	83,3
	68	3	4,8	10,0	93,3
	76	1	1,6	3,3	96,7
	78	1	1,6	3,3	100,0
	Total	30	48,4	100,0	
Missing	System	32	51,6		
Total		62	100,0		



**Appendix 25**  
**Histogram Pre-Test of Experimental Class**



## Appendix 26

### The result of the Post-Test Experimental Class

#### Statistics

		Technique	Class
N	Valid	30	30
	Missing	32	32
Mean		76,20	1,00
Std. Error of Mean		,821	,000
Median		76,36 <sup>a</sup>	. <sup>a</sup>
Mode		76	1
Std. Deviation		4,498	,000
Variance		20,234	,000
Skewness		-,270	
Std. Error of Skewness		,427	,427
Kurtosis		-,328	
Std. Error of Kurtosis		,833	,833
Range		18	0
Minimum		66	1
Maximum		84	1
Sum		2286	30
Percentiles	25	73,56 <sup>b</sup>	. <sup>b</sup>
	50	76,36	.
	75	79,50	.

a. Calculated from grouped data.

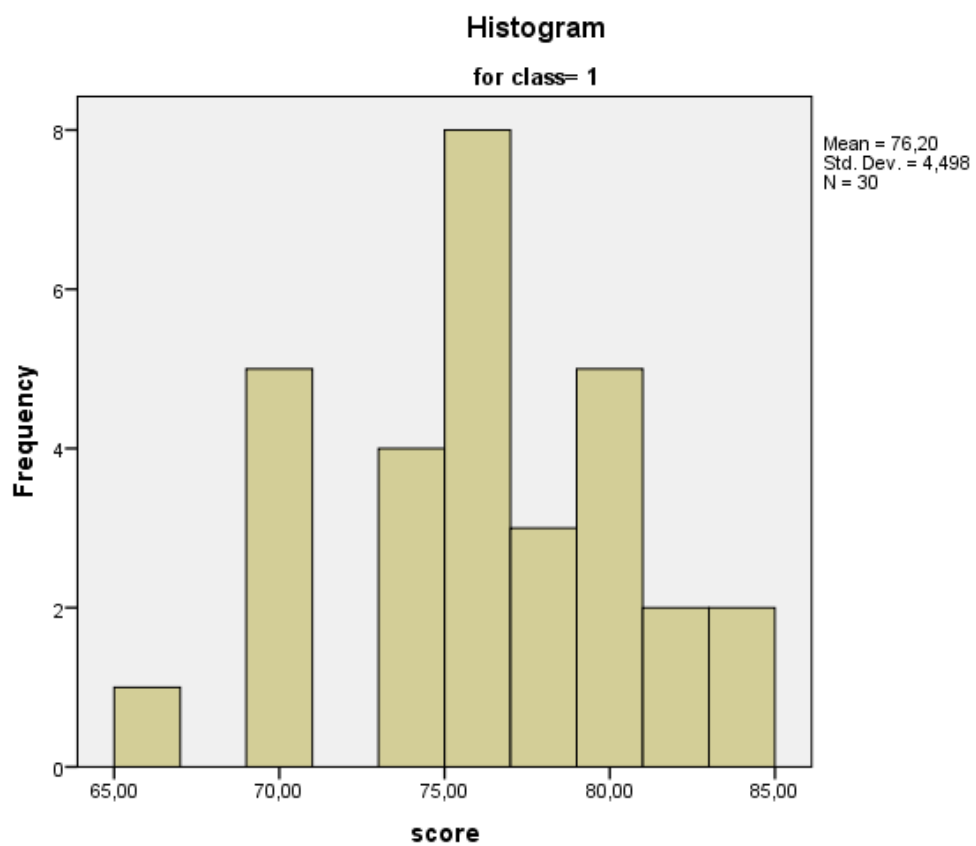
b. Percentiles are calculated from grouped data.

**Technique**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	1	1,6	3,3	3,3
	70	5	8,1	16,7	20,0
	74	4	6,5	13,3	33,3
	76	8	12,9	26,7	60,0
	78	3	4,8	10,0	70,0
	80	5	8,1	16,7	86,7
	82	2	3,2	6,7	93,3
	84	2	3,2	6,7	100,0
	Total	30	48,4	100,0	
Missing	System	32	51,6		
Total		62	100,0		



**Appendix 27**  
**Histogram Post-Test of Experimental Class**



## Appendix 28

### Hypothesis Test

#### Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
score	1	30	76,2000	4,49828	,82127
	2	30	73,2667	4,68257	,85492

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
sco	Equal variances assumed	,189	,665	2,474	58	,016	2,93333	1,18548	,56034	5,30633
re	Equal variances not assumed			2,474	57,907	,016	2,93333	1,18548	,56025	5,30641

## Appendix 29

### The result of Reliability Pre-test

**Case Processing Summary**

		N	%
Cases	Valid	60	100,0
	Excluded <sup>a</sup>	0	,0
	Total	60	100,0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
,820	10

### The result of Reliability Post Test

### Reliability Statistics

Cronbach's Alpha	N of Items
,833	10

**Case Processing Summary**

		N	%
Cases	Valid	30	100,0
	Excluded <sup>a</sup>	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.



### Appendix 30

#### The result of the Normality and Homogeneity Test

##### Tests of Normality

	class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	1	,149	30	,088	,954	30	,214
	2	,140	30	,138	,939	30	,087

a. Lilliefors Significance Correction

##### Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
,189	1	58	,665